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# English **for** Finance **and** Banking



## **UU No 28 tahun 2014 tentang Hak Cipta**

### **Fungsi dan sifat hak cipta Pasal 4**

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

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# **English for Finance and Banking**

Arif Nugroho

Fitriya Dessi Wulandari

**ENGLISH FOR FINANCE AND BANKING**

Arif Nugroho & Fitriya Dessi Wulandari

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## **PREFACE**

**English for Finance and Banking** is a basic to intermediate teaching and learning book designed to teach English for specific purposes in the field of finance and banking. The book includes and discusses various topics related to finance and banking. The book consists of six chapters comprising the activities of reading and grammar, with a particular vocabulary section in each unit.

Motivated by the language needs of English for specific purpose students, this book focuses primarily on English language skill practices by referring to the international standard of tests such as TOEFL and IELTS. The learning activities presented in this book encourage students to develop their thinking and language skills through reading and grammatical aspects. These activities, relying heavily on students' willingness to have a practice, help students meet the expectations of their English competence.

Although English is considered as difficult by many students, this book make ample use of collaborative activities within the various reading and grammar practices. The educational design of this book encourages students to think more clearly and critically and to develop their own abilities in English. The activities also emphasize on the individual tasks that can be performed both by the assistance of teachers and by the students independently.

Arif Nugroho & Fitriya Dessi Wulandari



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## CHAPTER I

### FINANCE CAREER

This chapter discusses about career in finance. The reading skill's topic relates to the financial career. By studying this material, students are supposed to know kinds of carrier in finance. While the grammar presents tenses in brief. There are divided into three main points, the present tense, past tense and future tense.

In the end of the chapter, students will have more knowledge and better understanding related to finance. Besides, students get some new vocabularies and able to spell them correctly.

#### READING

Read the text to enrich your vocabularies about Finance

I began my career as a bookkeeper. Bookkeepers record the company's daily transactions: sales, purchases, debts, expenses, and so on. Each type of transaction is recorded in a separate account – the cash counter, the liabilities account and so on.

Double - entry bookkeeping is a system that records two aspects of every transaction. Every transaction is both a debit – a deduction – in one account and corresponding credit – an addition – in another. For example, if a company buys some raw materials – the substances and components used to make products – that it will pay for a month later, it debits its purchases account and credits the supplier's account. If the company sells an item on

credits, it credits the sales account, and debits the customer's account. As this means the level of the company stock – goods ready for sale - is reduced, it debits the stock account. There is a corresponding increase in its debtors – costumers who owe money for goods or services purchased – and the debtors or accounts payable account is credited. Each account records debits on the left and credits on the right. If the bookkeepers do their work correctly, the total debits always equal the total credits.

Must know definition

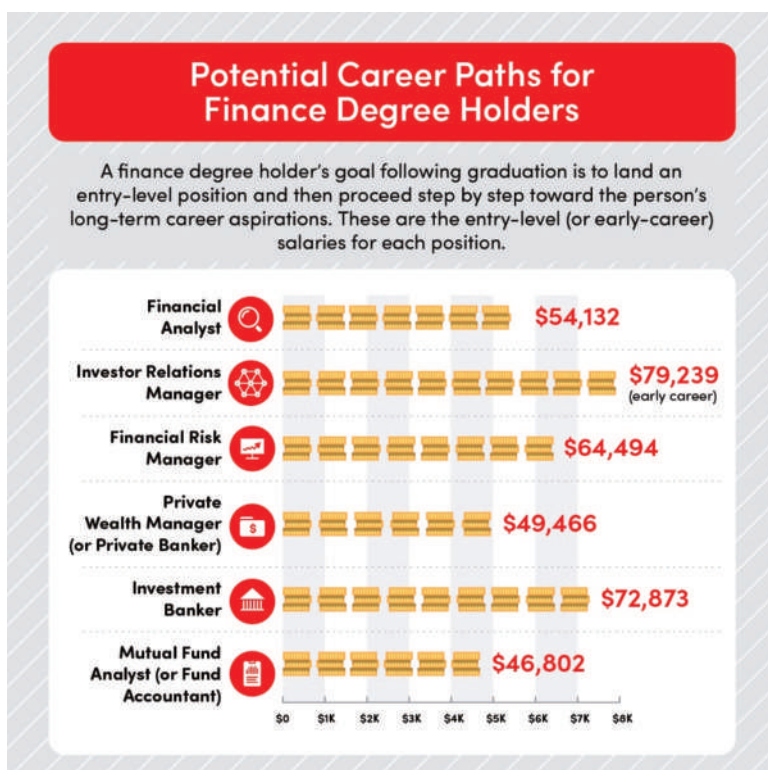
Words	Definition
Bookkeepers	
Raw materials	
Stock	
Debtors	
Double-entry bookeeping	

Reading activity 1

- Finding topic sentence  
A paragraph contains of a topic sentence, body sentence and concluding sentence. Topic sentence is a sentence that introduces or defines the topic of a paragraph. This major point in a paragraph is frequently the first sentence in a paragraph, or sometimes in the last sentence in the paragraph, but not always. While topic itself is “What a passage is about or the subject being discussed”. Topic sentence discusses the topic that explain in the text. It follows by supporting sentences, which contain additional information about the text. Reader can find information about what, who, where, when, why, and how in the text. By knowing the topic sentence and supporting sentence, readers will easily know the content and have better understanding of the text.

HOW to determine the topic sentence? As a reader, the most important thing to do is to read the entire paragraph, set it aside, then, write down the main idea in that paragraph. It is possible to reread the paragraph when main idea is not found in the first reading. In the next reading, pay more attention and see which sentence in the paragraph matches and in line with supporting sentences.

### Study the text!



Finance professionals seeking upper-level management positions need a master's degree that prepares them for a career journey with the potential of reaching the C-suite. People with an advanced finance degree have their choice of many different roles to pursue as they work their way to the highest levels of finance operations.

To attain midlevel and senior-level finance degree jobs, such as senior financial analyst, financial risk manager, mutual fund analyst, or investment banker, candidates must overcome stiff competition. However, the earning potential for finance professionals tends to be greater in the long term than management salaries in non-finance roles.

Choosing the finance area that best fits a finance degree holder's skills, experience, and career goals requires understanding the characteristics of specific roles, including typical duties and responsibilities, salary potential, and job prospects. This guide describes six midlevel and senior finance positions in detail and takes a quick look at some more unusual career options for finance professionals.

## **Discussion of topic sentence and supporting sentence**

### **Paragraph 1**

Finance professionals seeking upper-level management positions need a master's degree that prepares them for a career journey with the potential of reaching the C-suite. People with an advanced finance degree have their choice of many different roles to pursue as they work their way to the highest levels of finance operations.

**Topic sentence:** Finance professionals seeking upper-level management positions need a master's degree that prepares them for a career journey with the potential of reaching the C-suite

**Supporting sentence:** People with an advanced finance degree have their choice of many different roles to pursue as they work their way to the highest levels of finance operations.

### **Paragraph 2**

To attain midlevel and senior-level finance degree jobs, such as senior financial analyst, financial risk manager,

mutual fund analyst, or investment banker, candidates must overcome stiff competition. However, the earning potential for finance professionals tends to be greater in the long term than management salaries in non-finance roles.

**Topic sentence:** To attain midlevel and senior-level finance degree jobs candidates must overcome stiff competition.

**Supporting sentence:** However, the earning potential for finance professionals tends to be greater in the long term than management salaries in non-finance roles.

### Paragraph 3

Choosing the finance area that best fits a finance degree holder's skills, experience, and career goals requires understanding the characteristics of specific roles, including typical duties and responsibilities, salary potential, and job prospects. This guide describes six midlevel and senior finance positions in detail and takes a quick look at some more unusual career options for finance professionals.

**Topic sentence:** Choosing the finance area that best fits a finance degree holder's skills, experience, and career goals requires understanding the characteristics of specific roles, including typical duties and responsibilities, salary potential, and job prospect.

**Supporting sentence:** This guide describes six midlevel and senior finance positions in detail and takes a quick look at some more unusual career options for finance professionals.

- Sample question
  1. \_\_\_\_\_. It rained in April; it rained in May. It rained in the mornings; it rained in the afternoons. It poured, it drizzled, it showered, it misted but always rained. But the good news is we will not have a drought this summer. We need some water in summer. This is going to be a great production in this year.

Which topic sentence is best placed in the paragraph?

- A. The rain makes me gloomy
- B. This spring was the rainiest on record
- C. Rain is nice, but I prefer sunshine
- D. Scientists know very little about the global climate

Discussion:

The information before “It rained in April; It rained in May . . .” must explain the pronoun of it. In addition, it must cover general information than the following sentences. The best sentence to startup the text is sentence B, which mention spring season. This is also supported that after spring will be summer.

### Exercise 1

1. Finance majors learn about a variety of investment vehicles. This knowledge can help financial planners to advise clients about how to manage their finances. Finance majors can decipher trends in the securities markets. In addition, this major can apply this perspective to their planning sessions.

What is the topic sentence of the paragraph?

- A. Finance majors learn about a variety of investment vehicles.
  - B. This knowledge can help financial planners to advise clients about how to manage their finances.
  - C. Finance majors can decipher trends in the securities markets.
  - D. In addition, this major can apply this perspective to their planning sessions.
2. Financial analysts build financial models. They conduct complex quantitative analyses. Besides that, financial analysts produce reports detailing their findings. In addition, they present their analyses to other members



of the banking or finance team.

The topic sentence of paragraph is on . . .

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

3. Budget analysts apply principles of finance to projects and proposals in the business, educational, governmental, and not-for-profit sectors. They analyze budgets and evaluate the financial impact of continuing ventures and new ventures. Budget analysts must have refined communication skills because they interview managers in order to gather information for proposals. They also train staff regarding the budget development processes for their organization. Finance majors develop the essential analytical and communication skills needed to become a successful budget analyst.

The topic of the paragraph is about . . .

- A. Budget analysis major
  - B. Budget analysis job desk
  - C. Budget analyst criteria
  - D. Budget analysis vacancy
4. Students of finance develop a number of accountancy skills as they learn to analyze business problems with precision and attention to detail, which prepares them for the world of accounting. Just like accountants, finance majors learn to present financial information to clients and colleagues by using charts, graphs, and other visual aids. The paragraph mostly discusses about ....
- A. Finance major
  - B. Finance students
  - C. Finance student's skill and job
  - D. Finance subject

5. Evaluating the financial standing of loan prospects, assessing the risks involved with offering them financing. While finance majors learn to appraise the financial viability of entities and interpret their financial records and data. The investigative mindset of a finance major would enable the credit analyst to scrutinize the legitimacy of financial information furnished by clients. Credits analysts responsible for those duty.

The topic sentence of the paragraph is . . .

- A. Evaluating the financial standing of loan prospects, assessing the risks involved with offering them financing.
- B. While finance majors learn to appraise the financial viability of entities and interpret their financial records and data.
- C. The investigative mindset of a finance major would enable the credit analyst to scrutinize the legitimacy of financial information furnished by clients.
- D. Credits analysts responsible for those duty

## GRAMMAR

### Tenses

Tenses is a form of verb that indicates the occurrence time of something. It is a verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking. In English tenses, the timing is divided into three, the past, now and future. In English grammar, the time signal determines the sentence structure, which is called tenses. The use of tenses is differ based on the verb. While every tenses has different form of verb. There are three form of verb, namely verb 1, verb 2 and verb 3.

There are 16 tenses, but they are grouped into 3 major tenses, present tense, past tense, and future tense. Present tense uses verb1, which divided into three sub tense, simple present, present perfect and present continuous. While past tense uses verb 2, divided into three sub tense, simple past tense, past continuous tense and past perfect tense. The third is future tense, which consists of simple future tense, future continuous tense and future perfect tense.

The outline is described in the table below.

### 1. Present tense

PRESENT TENSE				
Criteria	Simple Present	Present Continuous	Present Perfect	Present Perfect continuous
Usage	daily activity, general truth	Happened right now	Had just happened	Had happened in certain duration
Pattern	S+is/am/are or S+V1+s/es	S + is/am/are + Ving	S+have/ has+V3	S+have/ has +been + Ving
Example	(+) The team discuss about investment everyday (-) The team does not discuss about investment everyday (?) Does the team discuss about investment everyday?	(+) The team is discussing about investment right now (-) The team is not discussing about investment right now (?) Is the team discussing about investment right now?	(+) The team has already discussed about investment (-) The team has not already discussed about investment (?) has the team already discussed about investment?	(+) The team has been discussing about investment (-) The team has not been discussing about investment (?) has the team been discussing about investment?

PRESENT TENSE				
Criteria	Simple Present	Present Continuous	Present Perfect	Present Perfect continuous
Time signal	Every... usually, often, once a year, twice a year.	Now, at present, right now, at the moment	Yet, just, already, recently, lately, since, for, up to now	All day, for, since, the whole week

## 2. Past Tense

PAST TENSE				
Criteria	Simple Past	Past Continuous	Past perfect	Past perfect continuous
Usage	Stated past activity	Happened in the past in a certain time	had happened before something happened	Had happened in certain duration before something happened
Pattern	S+was/were +o, or,S+V2	S+Was/Were + Ving	S+Had+V3	S+have/has +been + Ving
Example	(+) The director came to the office yesterday (-) The director did not came to the office yesterday (?) did the director came to the office yesterday?	(+) The director was speaking when the meeting started (-) The director was not speaking when the meeting started (?) Was the director speaking when the meeting started?	(+) The director had spoken before the meeting started (-) The director had not spoken before the meeting started (?) Had the director spoken before the meeting started?	(+) The director had been speaking for 40 minutes (-) The director had not been speaking for 40 minutes (?) Had the director been speaking for 40 minutes?

PAST TENSE				
Criteria	Simple Past	Past Continuous	Past perfect	Past perfect continuous
Time signal	Yesterday, last..., .... ago	When, while	Before, once, already	For, since

### 3. Future Tense

FUTURE TENSE				
Criteria	Simple Future	Future Continuous	Future perfect	Future perfect continuous
Usage	Stating future	Will happened in future for a certain time	Will happen before something happened	Will be happened for a certain time
Pattern	S + Modal + V1	S + Modal + be + Ving	S+modal + have + V3	S+modal + havebeen + Ving
Example	(+) The company will apply new rule next week (-) The company will not apply new rule next week (?) Will the company apply new rule next week?	(+) The company will be applying conditional rule in a year (-) The company will not be applying conditional rule in a year (?) Will the company be applying conditional rule in a year?	(+) The company will have been applying new rule by the time (-) The company will not have been applying new rule by the time (?) Will the company have been applying new rule by the time?	(+) The company have been applying new rule for next period (-) the company have not been applying new rule for next week period (?) Will the company have been applying new rule for next week period?

FUTURE TENSE				
Criteria	Simple Future	Future Continuous	Future perfect	Future perfect continuous
Time signal	Tomorrow, next..., the day after,	In one year, in a month	By the time, by the end of ...	For...All day long
Modal	Can, May, Must, Shall, Will			

### Chapter`s summary

**Topic sentence** is a sentence that introduces or defines the topic of a paragraph.

**Topic sentence** discusses the topic that explain in the text. It follows by **supporting sentences**, which contain additional information about the text.

**Tenses** is a form of verb that indicates the occurrence time of something. Which is divided into three, the past, now and future. In English grammar, the time signal determines the sentence structure, which is called tenses. The use of tenses is differ based on the verb.

There are three form of verb, namely verb 1, verb 2 and verb 3.

### Exercise 2

#### A. Present Tense

1. The bank . . . the system every month for the regular maintain.
  - A. Close
  - B. Closes
  - C. Closing
  - D. Closed

2. . . . you have enough time to attend the conference?
  - A. Do
  - B. Does
  - C. Is
  - D. Are
3. It . . . dark last night, when you . . . with your manager.
  - A. Was, were calling
  - B. Were, are calling
  - C. Was, are calling
  - D. Is, were calling
4. . . . the meeting take place in your office yesterday?
  - A. Do
  - B. Does
  - C. Did
  - D. Doing
5. The report . . . in your email.
  - A. Just sent
  - B. Just send
  - C. Just sending
  - D. Just sends
6. I . . . . . a car with the committee at the present
  - A. Am drives
  - B. Am driving
  - C. Was driving
  - D. Were driving
7. Mr. Manson . . . . . the company next week at this time.
  - A. Will visit
  - B. Will visiting
  - C. Will be visiting
  - D. Will have been visiting

8. I ..... with my computer all day, and now I want some delicious food.
  - A. Had working
  - B. Had working
  - C. Had been work
  - D. Had been working
9. .... letter when the boss left the office this morning.
  - A. She is typing
  - B. She was typing
  - C. She was typist
  - D. She will types
10. The new products . . . before it got the permission.
  - A. Had already release
  - B. Had already been releasing
  - C. Had already releases
  - D. Had already been released

### Practice 1.1

Reading comprehension: Try choosing the sentence that best develops or supports it.

1. A fireplace should be lined with special fire bricks to prevent heat transfer.
  - A. Normal bricks are not dense enough to withstand excessive heat.
  - B. Fire codes also require a smoke alarm in every room.
  - C. Good up-drafts can make a pleasant fire, however.
  - D. Modern houses don't use as much lumber as older homes did.
2. Cosmetic plastic surgery is one of the fastest-growing segments of U.S. medicine.
  - A. Cosmetic plastic surgery can have dangerous side effects, some of which can be fatal.



- B. Americans are eager to make their bodies as perfect as possible and to minimize the visible signs of aging.
  - C. The price of cosmetic plastic surgery is also on the rise.
  - D. This increase in cosmetic plastic surgery says something quite disturbing about our culture.
3. If a car suddenly begins to skid on ice, a driver's instinctive reaction might be the wrong one.
- A. Skids can be a terrifying experience.
  - B. Cars can be very unpredictable on ice.
  - C. Many people instinctively turn the wheel in the wrong direction, making the skid worse.
  - D. New tires can help reduce the risk of skidding on ice.
4. The Greek ideal of the hero most closely resembles today's free agent superstar.
- A. A superstar is an athlete who commands a great salary based on his individual skills.
  - B. The Greek warrior's focus was on grasping at immortality, and he did this by ensuring that his name would live on, long after he died.
  - C. The Greek hero valued self-interest above loyalty to a cause, his king, or to his army, just as the free-agent superstar values his contract salary above any special team, coach, or the game.
  - D. The Greek hero was impressive in his performance on the battlefield as well as in the sports arena.
5. Parents play an important role in their children's academic success.
- A. Video games have a negative impact on children's academic success.
  - B. Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades.

- C. Studies show that watching less television and spending less time playing video games help children get better grades.
  - D. Children who are avid readers get much better grades than their peers.
6. In special cases, needy people who have nowhere else to go are permitted to enter the United States as refugees.
- A. Other people, however, enter the United States illegally.
  - B. The total number of newcomers was over one million.
  - C. United States laws put limits on the number of people permitted to enter the United States.
  - D. As many as 12 million people may be living in the United States illegally.
7. In Oklahoma, a girl is forbidden to take a bite from her date's hamburger.
- A. It's illegal for teenagers to take a bath during the winter in Clinton, Indiana.
  - B. Youngsters may not spin Yo-Yos on Sunday in Memphis, Tennessee.
  - C. It may be hard to believe, but these types of strange laws are still on the books!
  - D. It is illegal to parade an elephant down Main Street in Austin, Texas.
8. French explorers probably taught the Inuit Eskimos how to play dominoes.
- A. It was known in 181 a.d. in China.
  - B. Also, it was played during the eighteenth century in Italy.
  - C. The game of dominoes has been popular for centuries.
  - D. From Italy, it was then introduced to the rest of the world.
9. People are now living longer than ever before for many different reasons.

- A. Some people in the Soviet Union's Caucasus Mountains live to be over 100 years of age.
  - B. No one seems to understand this phenomenon.
  - C. Advances in medical science have done wonders for longevity.
  - D. The people in this region do not seem to gain anything from medical science.
10. For 16 years, he spread violence and death throughout the west.
- A. Jesse was gunned down on April 3, 1882.
  - B. He left a trail of train and bank robberies.
  - C. His crimes were committed during the late 1860s.
  - D. Jesse Woodson James was the most legendary of all American outlaws.

### Practice 1.2

Reading comprehension: Finding topic and topic sentence

The Passage for number 1-2

Due to its association with violence, debt collecting is arguably one of the most vilified professions. Forced confiscation by debt collectors is a story one often hears. That being said, behind the job are people trying to survive and feed their families.

Debt collection is closely associated with violence. Making the job of a debt collector one of the most hated. Indeed, debt collectors can go as far as endangering others' lives. In 2018, debt collectors in Jakarta reportedly kidnapped a 14-year-old girl because her parents had fallen behind in repaying their motorcycle credit to a finance company. Many other similar incidents involving extreme intimidation tactics by debt collectors abound. Of course, debt collectors should never, actually, go that far. At least according to Bagus, who shared only his nickname. He said he had worked at various leasing companies for 15 years since the age of 25. At

42, the resident of Surakarta, Central Java, is now a lawyer at his own law firm.

source: thejakartapost.com "Debt collectors: The other side of a misunderstood occupation".

1. What is the gist of the text?
  - A. Debt collection job description
  - B. Negative view of debt collection job
  - C. Debt collection vacancy
  - D. Association of debt collection
2. What is the topic sentence of the second paragraph?
  - A. Debt collectors can go as far as endangering others' lives
  - B. Making the job of a debt collector one of the most hated.
  - C. Crime by debt collection in Surakarta
  - D. Debt collection is closely associated with violence.

The Passage for number 3 - 5

The government is promoting the green economy as one of the key strategies to mitigate the impact of climate change. At the heart of this strategy is the critical role of the Financial Services Authority (OJK). The OJK is preparing its guidance for climate-change risk management, which will require financial service companies to have internal guidelines and a business plan for the implementation of sustainable finance policies. The guidance is part of the Roadmap for Sustainable Finance Phase II (2021-2025) that the OJK has drawn up in a bid to accelerate the growth of a green economy through sustainable finance initiatives.

The guidance is expected to serve as a basis for supervising the banking and financial services sector on sustainable finance, said OJK Board of Commissioners head Wimboh Santoso in at the Katadata SAFE Forum 2021 in Jakarta recently. Wimboh warned of the high price Indonesians face if sustainable finance initiatives are not taken seriously. More frequent and extreme floods and

droughts are among the potential climate disasters that confront Indonesia. “Therefore, it’s better to be ready rather than leave the next generation to bear the high price and consequences”, he added.

The OJK collaborates closely with international agencies such as World Bank, the IMF and the Organisation for Economic Co-operation and Development (OECD). The concept of sustainable finance, introduced when the United Nations established the 2030 Sustainable Development Goals (SDGs), has shone an international spotlight on the significant role that the financial sector plays in championing sustainability. Sustainable finance refers to any form of financial services that integrate environmental, social and governance (ESG) criteria into business and investment decisions for the long-term benefit of clients and society. It embraces the notion that financial institutions consider care of the planet and people and not focus solely on maximizing profit.

Source: thejakartapost.com with the title “Mitigating climate change through sustainable financing”

3. The gist of the first paragraph?
  - A. Impact of climate change
  - B. Policy of OJK
  - C. Government promotion
  - D. Green economy strategy
4. The best sentence to state the first paragraph topic sentence is . . .
  - A. The government is promoting the green economy as one of the key strategies to mitigate the impact of climate change.
  - B. At the heart of this strategy is the critical role of the Financial Services Authority (OJK).
  - C. The OJK is preparing its guidance for climate-change risk management, which will require financial service

companies to have internal guidelines and a business plan for the implementation of sustainable finance policies.

- D. The guidance is part of the Roadmap for Sustainable Finance Phase II (2021-2025) that the OJK has drawn up in a bid to accelerate the growth of a green economy through sustainable finance initiatives.
5. Which sentence is best described the third paragraph?
- A. OJK Collaboration
  - B. Concept of sustainable finance
  - C. The IMF and OECD
  - D. Sustainable development goal

The Passage for number 6 - 9

Along with its health impacts, the pandemic has so far weakened consumer and business confidence, diminishing Indonesia's economic growth. For the first time in more than 20 years, the country's gross domestic product (GDP) shrank by 2.07 percent in 2020.

Given the prolonged negative outlook amid adverse domestic and global conditions, significant consequences on labor market outcomes are anticipated. The negative consequences are associated mainly with the effect of the shock on labor demand. Unemployment is estimated to hit its highest level in more than a decade, rising to 9.2 percent – or nearly between 12.7 million people – in 2021. Detrimental employment effects emerge as vulnerable businesses with limited liquid assets adjust their staffing temporarily or permanently in response to shocks to demand for their goods or services.

Furthermore, during the COVID-19 pandemic, those working in the informal sector are heavily affected as lockdowns severely downscale economic activities, leading to an immediate loss of revenue — likely without savings or other financial cushions.

Similarly, most informal business owners may have no choice but to use their business capital to cover their daily needs. These adjustments may lead to job losses, lower incomes and increased poverty, which affect workers in the short and medium term and bring lasting consequences in the longer run. According to the human capital theory, economic inactivity has long been seen to lead to the deterioration of future labor market prospects, often termed as “scarring”. It could occur due to human capital reduction as workers miss out on the potential job-specific training and suffer from the depreciation of general work skills.

Besides, a longer duration of inactivity may depreciate the previously acquired skills as they are not used and brought up to date through training and/or working. This reduction of human capital results in lower productivity and, therefore, lower earnings, which can conceivably continue throughout the rest of an individual’s working lifetime. From the labor demand’s perspective, this consequence is that employers may use one’s unemployment history as a screening device. In this regard, previous unemployment may be translated by employers as proxies for unobservable worker productivity, which could have detrimental effects on the likelihood of finding jobs.

Source: thejakartapost.com with the title “Mitigating climate change through sustainable financing”

6. The topic of first paragraph is . . .
  - A. Health impact of pandemic
  - B. The decrease Of GDP
  - C. Indonesia economic growth
  - D. None of above
7. According to the passage, which information is incorrect?
  - A. The number of unemployment is rising highly
  - B. Some informal business owners sell their assets
  - C. The productivity is lower but not for the income
  - D. The depravation of economic inactivity

8. What is the key idea of the last paragraph?
- A. Longer duration of inactivity depreciate the worker's skills
  - B. This reduction of human capital results in high productivity.
  - C. Employers cant use one's unemployment history as a screening device.
  - D. Unemployment have independent productivity
9. What is the author mostly talking about?
- A. The economic condition
  - B. The economic depression before pandemic
  - C. Economic condition and job crisis affected by pandemic
  - D. The employment condition in 2020

The Passage for number 10 - 15

Firms may open fewer vacancies following a demand contraction in the economy due to the reduction in the perceived average quality of the unemployed. Another alternative explaining the mechanism behind this is that unemployed workers are more inclined to accept low-quality jobs characterized by high job destruction rates.

The challenges of labor market conditions during and after a crisis are without a doubt very complex. Due to the limited data available, previous crisis experiences, such as the Asian financial crisis in 1997-1998, may help us understand the situation better. Although the two crises are different, understanding the mechanism of lasting unemployment effects from the past economic crisis could help create better policy responses during the COVID-19 pandemic. Using data from the Indonesian Family Life Survey (IFLS), my study found that workers who were unemployed in 1997-1998 had smaller chances of getting new employment 17 years later, especially among those with low education. However, there is no apparent difference in the probability of employment among workers with tertiary education.



The long-term effect on employment was also experienced across all five expenditure quantiles, particularly among workers in the 20 to 40 percent income distribution. Compared to male workers, female workers are more severely affected by previous unemployment. To be more specific, the scarring effect is more apparent among workers in the middle cohort groups (ages 29 to 38 in 1997-1998 and ages 46 to 55 in 2014). This can occur because companies are more likely to flatten out hierarchy by cutting out middle management; thus, a disproportionate number of experienced workers are likely to be displaced. Moreover, mid-level workers may experience difficulties reintegrating back to employment as their accumulated job-specific skills are not easily transferred to new jobs, and their general transferable skills may have been outdated.

The limited opportunity for human capital accumulation during unemployment may trap people in low-quality jobs, making it harder to improve their chances to progress to better employment. This issue demands active labor market policies that provide continuous learning opportunities for better skills to these vulnerable workers. A comprehensive approach through empowerment and capacity-building strategy could be adopted based on lifelong investment in education and training. Amid the COVID-19 pandemic, comprehensive social protection measures should be in place to compensate for economic activity loss, particularly targeted to the most vulnerable groups, including poor and near-poor households, women and young workers. In the case where income replacement is absent, these vulnerable workers could be pushed into the trap of long-term economic inactivity and in many cases, total exclusion from the labor market.

Source: thejakartapost.com with the title “Mitigating climate change through sustainable financing”

10. The topic sentence of paragraph 4 is . . .
- A. Compared to male workers, female workers are more severely affected by previous unemployment.
  - B. Companies are more likely to flatten out hierarchy by cutting out middle management; thus, a disproportionate number of experienced workers are likely to be displaced.
  - C. Mid-level workers may experience difficulties reintegrating back to employment as their accumulated job-specific skills are not easily transferred to new jobs, and their general transferable skills may have been outdated.
  - D. The long-term effect on employment was also experienced across all five expenditure quantiles, particularly among workers in the 20 to 40 percent income distribution.
11. The second paragraph is discussing about . . .
- A. Economic crisis
  - B. Labor market challenges
  - C. Unemployment
  - D. Labor crisis
12. In what line do you find the effect of unemployment to gender differentiation?
- A. Line 7 – 11
  - B. Line 13 – 15
  - C. Line 18 – 20
  - D. Line 22 – 25
13. In what line the topic of paragraph 2 stated?
- A. Line 6 -7
  - B. Line 8-9
  - C. Line 11-13
  - D. Line 15-17

14. According to the text, what strategy cannot be implemented to prevent people from low quality jobs?
- A. Making corporation to foreign company
  - B. Providing practice to develop the worker's skill
  - C. Creating activity to empower the worker
  - D. Implementing capacity building strategy
15. In the last part of the passage, it is stated about the most vulnerable group. Who is not included to the group?
- A. The poor household
  - B. Professional worker
  - C. Young worker
  - D. Woman employee

The text is for number 16-17

Looking for a job

Come to our training session and you will learn everything you need to know to shine at your interviewer.

We cover the following:

- How to wear
- How to act
- How to answer the question
- How to be confident
- What not to do

Training sessions available both during the day and evenings. Only \$50 for four sessions. Call 789543 or visit [Trytobesuccess.com](http://Trytobesuccess.com) for more information and to sign up.

16. What is the point of the text?
- A. Tips to make a job
  - B. Tips to apply for job
  - C. Look job responsibility
  - D. Training information

17. What is the purpose of the text?

- A. Promote the event
- B. Sharing tips
- C. Giving job
- D. Giving training

The text is for number 16-17

The Boy Scouts of America is seeking applications for position of part-time store manager. Hours of employment are 11:00-4:00, Monday through Saturday. All applicants must have good communication skills, bookkeeping experience, and a friendly attitude toward costumers. Applications are available from the Boy Scout office, 10 Main Street, opposite the Central University library.

18. What is the gist of the text?

- A. Job application
- B. Boy scouts of America
- C. Job vacancy
- D. The scout training

19. Which of the following sentence is the topic sentence of the text?

- A. Applicants must have good communication skills, book-keeping experience, and a friendly attitude toward costumers.
- B. The Boy Scouts of America is seeking applications for position of part-time store manager.
- C. Hours of employment are 11:00-4:00, Monday through Saturday.
- D. Applications are available from the Boy Scout office, 10 Main Street, opposite the Central University library.

20. The information is stated in the text, except . . .

- A. The criteria of the applicant
- B. The working time

- C. The office address
- D. The salary of the worker

### Practice 1.3

#### Grammar

Find the correct word to fill the blank!

In cities throughout the country nowadays, there (1) . . . a new direction in local campaign coverage. Frequently in local elections, journalists (2) . . . not giving voters enough information to understand the issues and evaluate the candidates. The local news media (3) . . . too much time to scandal and not enough time to policy

1. A. Are  
B. Is  
C. Was  
D. Were
2. A. Are  
B. Is  
C. Was  
D. Were
3. A. Devote  
B. Devotes  
C. Devoting  
D. Devoted

Sushi, the thousand-year-old Japanese delicacy, (4) . . . small in the United States, in a handful of restaurants in big cities several years ago. Today, sushi consumption in America (5) . . . 50% greater than it (6) . . . ten years ago and not just in restaurants. Sushi is also sold at concession stands in sports stadiums, university dining halls, and in supermarkets throughout the country.

- 4. A. Start  
B. Starts  
C. Started  
D. Starting
- 5. A. Is  
B. Was  
C. Are  
D. Were
- 6. A. Is  
B. Was  
C. Are  
D. Were

Patrick Henry (7) . . . . one of the great patriots of America's early history. He (8) . . . a leader in every protest against British tyranny and in every movement for colonial rights, openly speaking against the unfair taxation and overly burdensome regulations taxation upon the American colonists by the British Parliament. In March 1775, Patrick Henry (9) . . . his fellow Virginians to arm themselves in taxation. He (10) . . . boldly in Richmond, Virginia, during the meeting of the state legislature. He (11) . . . that famous speech with the immortal words, "I know not what course others may take; but as for me, give me liberty or give me death."

- 7. A. Is considering  
B. Is considered  
C. Considered  
D. Considers
- 8. A. Is  
B. Was  
C. Were  
D. Are

- 9. A. Urges  
B. Urging  
C. Urge  
D. Urged
- 10. A. Speak  
B. Speaks  
C. Speaking  
D. Spoke
- 11. A. Close  
B. Closes  
C. Closing  
D. Closed

For most judges, sentencing a person who (12) . . . . . of a crime is a difficult decision. In the majority of jurisdictions throughout the country, judges (13) . . . few sentencing options from which to choose. Generally, their options (14) . . . . . to a fine, probation, or incarceration. Crimes, however, (15) . . . a wide spectrum of criminal behavior and motivation, and a wide variety of sanctions should be available.

- 12. A. Have been convicted  
B. Has been convicted  
C. had been convicting  
D. Had been convicted
- 13. A. Have  
B. Has  
C. Having  
D. Had
- 14. A. Is confined  
B. Are confined  
C. Was confined  
D. Were confined

15. A. Cover  
B. Covers  
C. Covered  
D. Covering

Use of electronic mail (e-mail) (16) ..... for more than a decade. E-mail simplifies the flow of ideas, connects people from distant offices, (17) ..... the need for meetings, and often (17) ..... productivity. However, e-mail (18) ..... to avoid unclear and inappropriate communication. E-mail messages (19) ..... and limited to one topic. When complex issues need (20) ..... phone calls are still best.

16. A. Has widespread  
B. Have widespread  
C. Has been widespread  
D. Have been widespread
17. A. Eliminates, boots  
B. Eliminated, boosted  
C. Eliminates, boosting  
D. Eliminates, boosted
18. A. Should be carefully manages  
B. should be manages carefully  
C. Should be carefully managed  
D. Carefully should be manages
19. A. Should be concise  
B. Should be concisted  
C. Should concisted  
D. Should consisting
20. A. To address  
B. To addressed  
C. To be address  
D. To be addressed



## Spelling and meaning check in chapter 1

<p><b>Bookkeeper:</b> /'buk:kə:pər/ = person whose job is to keep money that is spent and received.</p> <p><b>Transaction:</b> /træn`zækʃn/ = doing act or business of sending or getting money from bank account</p> <p><b>Purchases:</b> /`p3:tʃəs/ = buy</p> <p><b>Debts:</b> = /det/ = owing money from others</p> <p><b>Expanses:</b> /ik'spæns / = a large, open area of land, water, or sky</p> <p><b>Liabilities:</b> /laɪ.ə'bɪl.ə. tɪ/ = something or someone that causes you a lot of trouble, often when that thing or person should be helping you</p> <p><b>Deduction:</b> /di'dʌk.ʃn/ = the process of reaching a decision or answer by thinking about the known fact or the decision that's reached</p> <p><b>Corresponding:</b> /,kɒr.i'spɒn.dɪŋ / = happening as a result of something that you have just mentioned. <b>Overcome:</b> /,əv.və'kʌm/ = to defeat or succeed in controlling something or dealing with any problem</p> <p><b>Stiff:</b> /stɪf/ = severe and difficult</p> <p><b>Prospect:</b> /'prɒs.pekt/ = the possibility that something good might happen in the future</p> <p><b>Pursue:</b> /pə'sju:/ = to try to do a plan, activity, or situation usually in long period of time</p> <p><b>Banker:</b> /'bæŋ.kər/ = someone who owns a bank or who has an important position in a bank</p>	<p><b>Determine:</b> /dɪ'tɜ:.mɪn/ = to control or influence something directly, or to decide what will happen</p> <p><b>Entire:</b> /ɪn'taɪər/ = whole or complete with nothing missing</p> <p><b>Potential:</b> /pə'ten.ʃəl/ = someone's or something's ability to develop, achieve, or succeed</p> <p><b>Aspiration:</b> /,æ.s.pɪ'reɪ.ʃən/ = something that you hope to achieve</p> <p><b>Salary:</b> /'sæl.ər.i/ = a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month</p> <p><b>Seek/ing:</b> /si:k/ = to try to find or get something, especially something that is not a physical object/abstract noun</p> <p><b>Attain:</b> /ə'teɪn/ = to reach or succeed in getting something</p> <p><b>Tends:</b> /tend/ = to be likely to behave in a particular way or have a particular characteristic.</p> <p><b>C-suite:</b> /'si:swi:t/ = the group of people with the most important positions in a company, whose job titles usually begin with C meaning "chief"</p> <p><b>Duty:</b> /'dʒu:ti/ = something that you have to do because it is part of your job, or something that you feel is the right thing to do</p> <p><b>Risk:</b> /rɪsk/ = danger, or the possibility of danger, defeat, or loss</p>
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<p><b>Holder:</b> /'həʊl.dər/ = a person who officially owns something; title,</p> <p><b>Advanced:</b> /əd'vɑːnst/ = at a higher, more difficult level</p> <p><b>Term:</b> /tɜːm/ = the fixed period of time that something lasts for</p> <p><b>Fund:</b> /fʌnd/ = an amount of money saved, collected, or provided for a particular purpose.</p> <p><b>Poured:</b> /pɔːr/ = If you say about the weather that it is pouring, you mean that it is raining heavily</p> <p><b>Drizzled:</b> /'drɪz.əld/ = rain in very small, light drops</p> <p><b>Misted:</b> /mɪstəd/ = If something that you can see through mists over/up, it becomes covered with a thin layer of liquid so that it is more difficult to see through</p> <p><b>Gloomy:</b> /'gluː.mi/ = dark in a way that is unpleasant and makes it difficult to see</p> <p><b>Record:</b> /rɪ'kɔːd/ = to store sounds or videos using electronic equipment so that they can be heard or seen later</p> <p><b>Prefer:</b> /pri'fɜːr/ = to like, choose, or want one thing rather than another</p> <p><b>Rainiest:</b> /'reɪ.nɪz/ = the most rainy moment in a season/year</p> <p><b>Legitimacy:</b> /lə'dʒɪt.ə.məsi/ = the fact of being allowed by law or done according to the rules of an organization or activity</p> <p><b>Accountancy:</b> /ə'kaʊn.tən.si/ = the job of being an accountant</p> <p><b>Chart:</b> /tʃɑːrt/ = a way of presenting information, usually by putting it</p>	<p><b>Candidate:</b> /'kæn.dɪ.dət/ = a person who is competing for a job or an elected position</p> <p><b>Analyst:</b> /'æn.ə.lɪst/ = a person whose job is to study or examine something in an organized way</p> <p><b>Operation:</b> /,ɒp.ər'eɪ.jən/ = an act or process of working, doing something, being in action, or having an effect</p> <p><b>Venture:</b> /'ven.tʃər/ = a new activity, usually in business, that involves risk or uncertainty</p> <p><b>Precision:</b> /pri'sɪz.ən/ = the qualities of being careful and accurate</p> <p><b>Accounting:</b> /ə'kaʊn.tɪŋ/ = the skill or activity of keeping records of the money a person or organization earns and spends</p> <p><b>Assess:</b> /ə'ses/ = to judge or decide the amount, value, quality, or importance of something</p> <p><b>Scrutinize:</b> /'skruː.tɪ.naɪz/ = to examine something very carefully in order to discover information</p> <p><b>Furnished:</b> /'fɜː.nɪft/ = containing furniture or containing furniture of a particular type</p> <p><b>Interpret:</b> /ɪn'tɜː.pɪt/ = to decide what the intended meaning of something is</p> <p><b>Entity:</b> /'en.tɪ.ti/ = something that exists apart from other things, having its own independent existence</p> <p><b>Present:</b> /'prez.ənt/ = the period of time that is happening now, not the past or the future</p>
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into vertical rows and boxes on a sheet of paper, so it can be easily understood

**Graph:** /gra:f/, /græf/ = a picture that shows how two sets of information or variables (= amounts that can change) are related, usually by lines or curves

**Visual:** /'vɪʒ.u.əl/ = something such as a picture, photograph, or piece of film used to give a particular effect or to explain something

**Loan:** /ləʊn/ = an amount of money that is borrowed, often from a bank, and has to be paid back, usually together with an extra amount of money that you have to pay as a charge for borrowing

**Permission:** /pə'mɪʃ.ən/ = If someone is given permission to do something, they are allowed to do it

**Release:** /rɪ'li:s/ = to allow something to be shown in public or to be available for use

**Comprehension:** /,kəm.pri'hen.jən/ = a test to find out how well students understand written or spoken language

**Brick:** /brɪk/ = a rectangular block of hard material used for building walls and houses

**Withstand:** /wɪð'stænd/ = to be strong enough, or not be changed/ broken up easily by something, or to oppose a person or thing successfully

**Director:** /daɪ'rek.tər/ = a manager of an organization, company, college, etc.

**Truth:** /tru:θ/ = a fact or principle that is thought to be true by most people

**Maintain:** /meɪn'teɪn/ = to make something continue in the same way or at the same level

**Committee:** /kə'mɪ.ti/ = a small group of people chosen to represent a larger organization and either make decisions or collect information for it

**Conference:** /'kɒn.fə.əns/ = an event, sometimes lasting a few days, at which there is a group of talks on a particular subject, or a meeting in which especially business matters are discussed formally

**Surgery:** /'sɜ:.dʒər.i/ = a medical operation to bring a damaged area of skin, and sometimes bone, back to its usual appearance, or to improve a person's appearance >> in this context

**Segment:** /'seg.mənt/ = a part into which something such as the economy or a company's work can be divided

**Instinctive:** /ɪn'stɪŋk.tɪv/ = (of behavior or actions) not thought about, planned, or learned

**Terrifying:** /'ter.ə'faɪ.ɪŋ/ = very frightening, very scary

**Skid:** /skɪd/ = (especially of a vehicle) to slide along a surface so that you have no control

<p><b>Excessive:</b> /ek'ses.ɪv/ = too much or too many</p> <p><b>Lumber:</b> /'lʌm.bər/ = wood that has been prepared for building</p> <p><b>Dense:</b> /dens/ = having parts that are close together so that it is difficult to go or see through</p> <p><b>Resemble:</b> /rɪ'zem.bəl/ = to be similar to someone or something</p> <p><b>Grasp:</b> /grɑ:sp/ = the ability to get, achieve, or keep something</p> <p><b>Loyalty:</b> /'lɔɪ.əl.ti/ = your feelings of support or duty towards someone or something</p> <p><b>Superstar:</b> /'su:.pə.stɑ:r/ = an extremely famous actor, singer, musician, sports player, etc.</p> <p><b>Impressive:</b> /ɪm'pres.ɪv/ = causing someone to feel admiration or respect</p> <p><b>Immortality:</b> /,ɪm.ɔ:'tæl.ə.ti/ = the quality of being able to live or last for ever</p> <p><b>Avid:</b> /'æv.ɪd/ = extremely eager or interested</p> <p><b>Battlefield:</b> /'bæt.əl.fi:ld/ = a place where a battle (= a fight between armed forces) is being fought or was fought</p> <p><b>Peer:</b> /piər/ = a person who is the same age or has the same social position or the same abilities as other people in a group</p> <p><b>Leasing:</b> /'li:ɪŋ/ = a financial arrangement in which a person, company, etc. pays to use land, a vehicle, etc. for a particular period of time</p>	<p><b>Minimize:</b> /'mɪn.ɪ.maɪz/ = to reduce something to the least possible level or amount</p> <p><b>Aging:</b> /'eɪ.dʒɪŋ/ = being or appearing old</p> <p><b>Prevent:</b> /prɪ'vent/ = to stop something from happening or someone from doing something</p> <p><b>Longevity:</b> /lɒn'dʒev.ə.ti/ = the ability to last for a long time</p> <p><b>Wonders:</b> /'wʌn.dər/ = an object that causes a feeling of great surprise and admiration</p> <p><b>Violence:</b> /'vaɪ.ləns/ = extremely forceful actions that are intended to hurt people or are likely to cause damage</p> <p><b>Confiscation:</b> /,kɒn.fi'skeɪ.ʃən/ = the act of confiscating a possession from someone (= taking it away as a punishment) or an example of this</p> <p><b>Kidnapped:</b> past participle of kidnap; /'kɪd.næp/ = to take a person away illegally by force, usually in order to demand money in exchange for releasing them</p> <p><b>Vilify/ed:</b> /'vɪl.ɪ.fai/ = to say or write unpleasant things about someone or something, in order to cause other people to have a bad opinion of them</p> <p><b>Intimidation:</b> /ɪn.tɪm.ɪ'deɪ.ʃən/ = the action of frightening or threatening someone, usually in order to persuade</p> <p><b>Internal:</b> /ɪn'tɜ:.nəl/ = inside a person's mind</p>
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<p><b>Abound:</b> /ə'baʊnd/ = to exist in large numbers</p> <p><b>Mitigate:</b> /'mɪt.i.geɪt/ = to make something less harmful, unpleasant, or bad</p> <p><b>Guidance:</b> /'gaɪ.dəns/ = help and advice about how to do something or about how to deal with problems connected with your work, education, or personal relationships</p> <p><b>Guideline:</b> /'gaɪd.laɪn/ = information intended to advise people on how something should be done or what something should be</p> <p><b>Sustainable:</b> /sə'steɪ.nə.bəl/ = causing, or made in a way that causes, little or no damage to the environment and therefore able to continue for a long time</p> <p><b>Solely:</b> /'səʊl.li/ = only and not involving anyone or anything else</p> <p><b>Prolonged:</b> /prə'lonɪd/ = continuing for a long time</p> <p><b>Embrace:</b> /ɪm'breɪs/ = to accept something enthusiastically or to include something, often as one of a number of things</p> <p><b>Outlook:</b> /'aʊt.lʊk/ = the way a particular situation is expected to develop in the future, for example, whether it will get better or worse</p> <p><b>Unemployment:</b> /ˌʌn.ɪm'plɔɪ.mənt/ = the situation of not having a job that provides money, or the number of people in this situation at any time</p> <p><b>Poverty:</b> /'pɒv.ə.ti/ = the condition of being extremely poor</p>	<p><b>Accelerate:</b> /ək'sel.ə.reɪt/ = to happen or make something happen sooner or faster</p> <p><b>Sector:</b> /'sek.tər/ = a part of society that can be separated from other parts because of its own special character</p> <p><b>Frequent:</b> /'fri:.kwənt/ = happening or doing something often</p> <p><b>Diminish:</b> /dɪ'mɪn.ɪʃ/ = to reduce or be reduced in size, importance, or value</p> <p><b>Implementation:</b> /ˌɪm.plɪ.men'teɪ.ʃən/ = the act of putting a plan into action or of starting to use something</p> <p><b>Confront:</b> /kən'frʌnt/ = to face, meet, or deal with a difficult situation or person</p> <p><b>Integrate:</b> /'ɪn.tɪ.greɪt/ = to mix with and join society or a group of people, often changing to suit their way of life, habits, and customs</p> <p><b>Gross:</b> /grəʊs/ = (in) total</p> <p><b>Emerge:</b> /ɪ'mɜːdʒ/ = to begin to exist or have power or influence</p> <p><b>Adverse:</b> /'æd.vɜːs/ = having a negative or harmful effect on something</p> <p><b>Bid:</b> /bɪd/ (noun) = an offer to do something when you are competing with other people to do it</p> <p><b>Severely:</b> /sɪ'vɪə.li/ = in a very bad or serious way</p> <p><b>Downscale:</b> /'daʊn.skeɪl/ = to a lower quality and price; to a lower social class or income</p>
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<p><b>Temporarily:</b> /tem.pə'r.er.əl.i/ = in a way that does not last for long or for ever</p> <p><b>Demand:</b> /dɪ'mɑ:nd/ = to need something such as time, effort, or a particular quality</p> <p><b>Inactivity:</b> /,ɪn.æk'tɪv.ə.ti/ = the situation when not much is happening, for example when not much buying or selling is taking place</p> <p><b>Proxy:</b> /'prɒksi/ = a written document that officially gives someone the authority to do something for another person, for example by voting at a meeting for them</p> <p><b>Conceivably:</b> /kən'si:.və.bli/ = possibly, probably</p> <p><b>Likelihood:</b> /'laɪ.kli.hʊd/ = the chance that something will happen</p> <p><b>Unobservable:</b> /ʌn əb'zɜ:vəbl/ = the condition of being unable to be observed or reached by anyone or anything</p> <p><b>Contraction:</b> /kən'trækʃən/ = a situation in which less money is being earned, spent, or invested in a market or economy</p> <p><b>Exclusion:</b> /ɪks'klu:ʒən/ = the act of not allowing someone or something to take part in an activity or to enter a place</p> <p><b>Tertiary education:</b> /'tɜ:.ʃər.i ,edʒ.ʊ'keɪ.ʃən/ = education at college or university level</p> <p><b>Transferable:</b> /træns'fɜ:.rə.bəl/ = able to be used or legally owned by someone else</p>	<p><b>Cushion:</b> /'kʊʃ.ən/ = to make the effect or force of something less severe</p> <p><b>Deterioration:</b> /dɪ'tɪə.ri.ə'reɪ.ʃən/ = the fact or process of becoming worse</p> <p><b>Lockdown:</b> /'lɒk.daʊn/ = an emergency situation in which people are not allowed to freely enter, leave, or move around in a building or area because of danger</p> <p><b>Vacancies:</b> /'veɪ.kən.sɪs/ = jobs that are available in an organization and that people can apply for</p> <p><b>Mechanism:</b> /'mek.ə.nɪ.zəm/ = a way of doing something, esp. one that is planned or part of a system</p> <p><b>Policy:</b> /'pɒl.ə.sɪ/ = a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party</p> <p><b>Apparent:</b> /ə'pær.ənt/ = seeming to exist or be true</p> <p><b>Expenditure:</b> /ɪk'spen.dɪ.tʃər/ = the total amount of money that a government or person spends</p> <p><b>Disproportionate:</b> /,dɪs.prə'pɔ:.ʃən.ət/ = too large or too small among the others, or not deserving its importance or influence</p> <p><b>Colleague:</b> /'kɒl.i:g/ = a person that you work with</p>
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<p><b>Empowerment:</b> /ɪm'paʊə.mənt/ = the process of giving a group of people more freedom or rights</p> <p><b>Compensate:</b> /'kɒm.pən.seɪt/ = to give someone money or support in exchange for work done, for something lost or damaged, or for some inconvenience</p> <p><b>Amid:</b> /ə'mɪd/ = in the middle of or surrounded by; among</p> <p><b>Distribution:</b> /,dɪs.trɪ'bjuː.ʃən/ = the process of giving things out to several people, or spreading or supplying something</p> <p><b>Household:</b> /'haʊs.həʊld/ = a group of people, often a family, who live together</p> <p><b>Prevent:</b> /pri-vent/ to hinder or stop from doing something: to keep from occurring; avert; hinder:</p> <p><b>Corporation:</b> /kawr-puh-rey-shuhn/ an association of individuals, created by law or under authority of law, having a continuous existence independent of the existences of its members, and powers and liabilities distinct from those of its members.</p> <p><b>Household:</b> / hous-hohld, -ohld/ the people of a house collectively; a family including its servants.</p> <p><b>Interviewer:</b> / in-ter-vyoo-er/ a person who interviews.</p> <p><b>Confident:</b> / kon-fi-duhnt/ sure of oneself; having no uncertainty about one's own abilities, correctness, successfulness, etc.; self-confident;</p>	<p><b>Disproportionate:</b> /dis-pruh-pawr-shuh-nit/ not proportionate; out of proportion, as in size or number</p> <p><b>Expenditure:</b> / ik-spen-di-cher/ the act of expending something, especially funds; disbursement; consumption</p> <p><b>Labor:</b> / ley-ber/ persons engaged in such activity, especially those working for wages.</p> <p><b>Reintegrating:</b> / in-ti-greyt/ bring together or incorporate (parts) into a whole.</p> <p><b>Accumulated:</b> /uh-kyoo-myuh-leyt / to gather or collect, often in gradual degrees; heap up:</p> <p><b>Employment:</b> / em-ploi-muhnt/ an occupation by which a person earns a living; work; business.</p> <p><b>Responsibility:</b> / ri-spon-suh-bil-i-tee/ the state or fact of being responsible, answerable, or accountable for something within one's power, control, or management.</p> <p><b>Promote:</b> / pruh-moht / to encourage the sales, acceptance, etc., of (a product), especially through advertising or other publicity.</p> <p><b>Experience:</b> / ik-speer-ee-uhns/ the observing, encountering, or undergoing of things generally as they occur in the course of time:</p> <p><b>Vacancy:</b> /v ey-kuhn-see/ an unoccupied position or office:</p> <p><b>Applications:</b> / ap-li-key-shuhn/ a formal or written request for</p>
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<p><b>Applicant:</b> /<b>ap</b>-li-kuhnt / a person who applies for or requests something; a candidate:</p> <p><b>Salary:</b> / <b>sal</b>-uh-ree / a fixed compensation periodically paid to a person for regular work or services.</p> <p><b>Throughout:</b> / throo-<b>out</b>/ in or to every part of; everywhere in: from the beginning to the end of:</p> <p><b>elections:</b>/ ih-<b>lek</b>-shuhn / the selection of a person or persons for office by vote:</p> <p><b>campaign:</b> / kam-<b>peyn</b>/ the competition by rival political candidates and organizations for public office.</p> <p><b>Voters:</b> / <b>voh</b>-ter/ a person who has a right to vote; elector.</p> <p><b>Devotes:</b> / dih-<b>voht</b>/ to give up or appropriate to or concentrate on a particular pursuit, occupation, purpose, cause, etc.:</p> <p><b>Convicted</b> :/ <b>kuhn</b>-<b>vik</b>-tid / proven or declared guilty of an offense, especially after a legal trial:</p> <p><b>Confined</b> : / <b>kuhn</b>-<b>fahynd</b>/ unable to leave a place because of illness, imprisonment, etc</p> <p><b>Inappropriate</b> :/ in-uh-<b>proh</b>-pree-it / not appropriate; not proper or suitable:</p> <p><b>Widespread:</b>/ wahyd-<b>spred</b>/ distributed over a wide region, or occurring in many places or among many persons or individuals</p>	<p>employment, admission, funding, authorization, etc</p> <p><b>Immortal</b> : / ih-<b>mawr</b>-tl / not mortal; not liable or subject to death; undying:</p> <p><b>Taxation:</b>/ tak-<b>sey</b>-shuhn/ the act of taxing.</p> <p><b>Colonists:</b>/ kol-uh-nist / an inhabitant of a colony.</p> <p><b>Legislature:</b> / lej-is-ley-cher/ a deliberative body of persons, usually elective, who are empowered to make, change, or repeal the laws of a country or state; the branch of government having the power to make laws, as distinguished from the executive and judicial branches of government.</p> <p><b>Liberty:</b> / lib-er-tee / freedom from control, interference, obligation, restriction, hampering conditions, etc.; power or right of doing, thinking, speaking, etc., according to choice.</p> <p><b>Manages:</b> / man-ij/ to bring about or succeed in accomplishing, sometimes despite difficulty or hardship:</p> <p><b>Decade</b> :/ dek-eyd;/ a period of ten years beginning with a year whose last digit is zero</p> <p><b>Simplifies</b> :/ sim-pluh-fahy / to make less complex or complicated; make plainer or easier:</p> <p><b>Distant:</b>/ dis-tuhnt / far off or apart in space; not near at hand; remote or removed (often followed by <i>from</i>):</p>
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## **CHAPTER II**

### **MONEY**

This chapter presents discussion about money. In finance, money has various interpretation and functions. Divided into two parts, reading and grammar, reading focuses on finding detail information about the text and reference, while grammar presents pronoun.

Finding detail information needs reader to read the whole passage deeply to have completely understanding about the text. On the other hand, word referent does not need such a thing. Reader don't need full understanding of the complete passage to get the word referent. It is only needed to study the context surround the word or the sentence where the highlighted word is mentioned, then, read a few sentences that comes before it. The study supported by discussion about pronoun to provide theory about it and the correct grammatical structure of English sentences.

#### **Reading**

**Read and comprehend the text about money bellow!**

#### **How Is Money Used?**

Money primarily functions as the good people use for exchanges of items of value. However, it also has secondary functions that derive from its use as a medium of exchange.

### **Money as a Unit of Account**

Due to money's use as a medium of exchange for buying and selling and as a value indicator for all kinds of goods and services, money can be used as a unit of account.

That means money can keep track of changes in the value of items over time and multiple transactions. People can use it to compare the values of various combinations or quantities of different goods and services.

Money as a unit of account makes it possible to account for profits and losses, balance a budget, and value the total assets of a company

### **Money as a Store of Value**

Money's usefulness as a medium of exchange in transactions is inherently future-oriented. As such, it provides a means to store a monetary value for use in the future without having that value deteriorate.

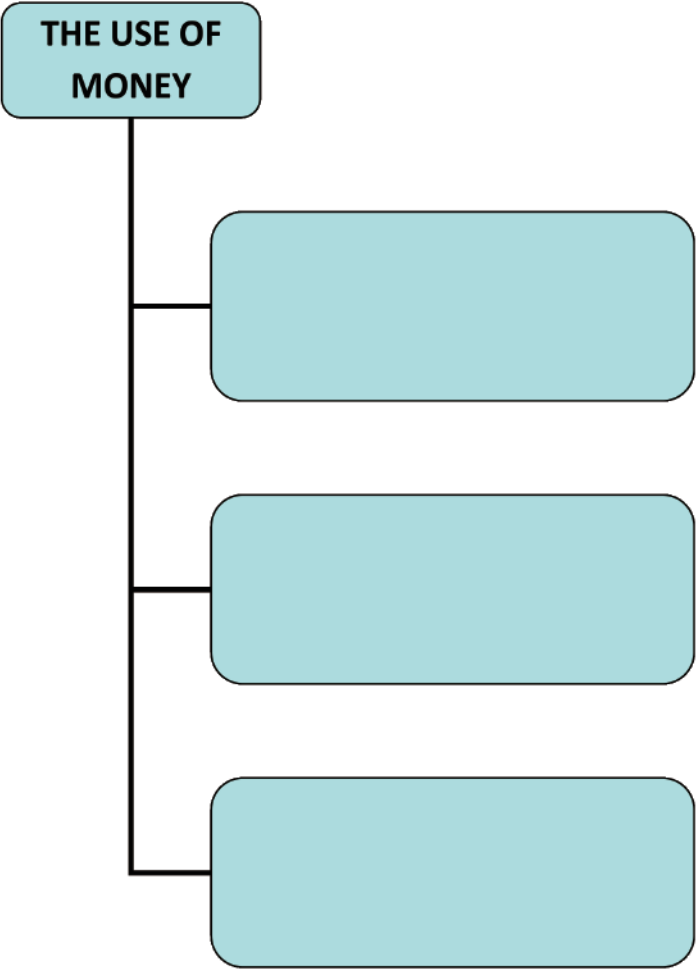
So, when people exchange items for money, that money retains a particular value that can be used in other transactions. This ability to function as a store of value facilitates saving for the future and engaging in transactions over long distances.

### **Money as a Standard of Deferred Payment**

To the extent that money is accepted as a medium of exchange and serves as a useful store of value, it can be used to transfer value over different time periods in the form of credits and debts. One person can borrow a quantity of money from someone else for an agreed-upon period of time, and repay a different agreed-upon quantity of money at a future date

**Practice 2.1**

**Read and summarize the text above and fill the table**



**2. Supporting sentence**

**Definition:**

A paragraph contains facts, statements, Examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea are supporting details.

#### Determining Supporting Details:

1. Decide which details help to further the story line.
2. Decide which details help you to understand the main idea.
3. Answer question raised by the main idea (who, what when, why or how)

In finding the supporting detail in a paragraph, it is very useful to know the organization of a paragraph. The first is statement of the main idea. Second is elaboration of the main idea and supporting details. Third is restatement of the main idea-summary of main ideas or conclusions.

There are two kinds of supporting details, the major and minor. The main idea and its major supporting details form the basic framework of paragraphs. The major details are the primary points that support the main idea. Paragraphs often contain minor details as well. While the major details explain and develop the main idea, they, in turn are expanded upon the minor supporting details.

Main Idea and Major Detail Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. However, other names can have a negative impact. Main Idea and Major and Minor Detail Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. For example, one survey showed that American men consider the name Susan to be very sexy. And participants in a British study thought Tony to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essays supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

## Practice 2.2

To check the understanding of supporting detail and references, answer the following questions!

1. What is a supporting detail?
2. How supporting detail functions to paragraph?
3. How to determine supporting detail?
4. What is the organization of the paragraph?
5. Explain about minor detail and major detail of supporting idea?

### 3. Word reference

#### a. Definitions

In reading text, we usually find questions about word reference. It is substituted nouns with reference to possessive pronouns or adjectives. In general, the pronoun is placed before the noun and the noun is at the beginning before the pronoun. Pronouns or adjectives that can be found in the text include he, she, it, them, them and it her, his, them, etc. These reference words can usually be found in phrases or sentences that are after the noun to be visited. Questions that ask for word references are often marked with the word “refer to”

Study the paragraph below

Mr. Andi Butarbutar is the new customer service in **our** office. **He** is very capable on **his** responsibility. **He** has many year experiences in handling with customers. **He** gets the reward for the best customer service in **his** region. Some customers always looking for Mr. Andi when **they** need handling with their bank account. **Our** company must be lucky for having **him** as **our** team.

The reference words are; our, he, his, they, and him. The word our in the first sentence refers to the speaker, who works in the company. The word he refers to Mr. Andi. His refers to Mr. Andi's personality. While they refers to the customers.

## b. Categories of reference words

### 1. Personal pronouns

The personal **pronouns** are *I, you, she, he, it, we, they*. Because an impersonal style of writing is strongly favoured by most academic disciplines, you may rarely find yourself using pronouns like *I, you* and *we*.

The most commonly used personal pronouns in academic writing are *it* (referring to things) and *they* (referring to either things or people). In academic writing, ‘things’ are usually phenomena and abstract nouns, and people are usually previous researchers. *He* and *she* may also be used, usually to refer to authors previously mentioned in the text.

The pronoun *it* picks up the information contained in the noun phrase *the approach*.

The **approach** taken by Bernstein is unacceptably narrow because **it** focuses solely on the psychological rather than the psycholinguistic features of development.

### 2. Possessive pronouns

The possessive pronouns show a relationship of ownership or ‘belonging to’. They are: *my, mine, your, yours, his, her, hers, its, our, ours, their, theirs*. As with personal pronouns, *my* and *our* are not commonly used in academic writing. The most commonly used possessive pronouns in academic writing are *its, their, his, her*.

Mawer (2000) and Farrington (2001) agree that sociological factors carry considerable weight in any discussion of educational attainment. **Their** research clearly demonstrates that reliance on purely maturational factors is misplaced.

The pronoun *their* picks up the previous reference to both Mawer & Farrington.

### 3. Demonstratives

Demonstratives are similar to personal and possessive pronouns in that they refer to nouns usually already present in

the text. However, they have a stronger pointing quality – they identify (point at) exactly which thing or things are being referred to. The most common demonstratives are: *this*, *that* (singular), *these*, *those* (plural), *such*.

In this sentence, the pronoun *this* points to the particular subsequent study already mentioned.

However, the researchers also conducted **a subsequent study**. **This** study strongly confirmed the results of the previous one.

#### 4. Comparatives

Comparatives are sometimes used as pronouns and sometimes as adjectives. You do not need to be able to distinguish the two because, in both cases, they are being used to refer to something or someone in the text. Comparatives include words like: *another*, *other*, *both*, *similar*, *the same*, *better*, *more*, *earlier*, *later*, *previous*, *subsequent*.

In this sentence, the pronoun *this* points to the particular subsequent study already mentioned.

However, the researchers also conducted **a subsequent study**. **This** study strongly confirmed the results of the previous one.

#### 5. The definite article ‘the’

The definite article “**the**” is often used to refer back to something which has already been mentioned in the text and is now occurring for the second (or perhaps the third or fourth) time. The definite article can also be used to point (refer) forwards, although this is less common.

In this example, *the* refers back to the previously mentioned choice.

He was faced with **a difficult choice**. **The** choice he made demonstrated his ability to make sound decisions under extreme pressure.

Note that the definite article is not always used referentially.

Galileo tested his theory by dropping objects of a different weight off a tall building. **The** speed with which they fell confirmed that objects fall through space at the same speed.

In this example, *the* does not refer back to any word or concept in the preceding sentence.

## 6. General reference

Usually a reference word is tied to a word, phrase or other grammatical element which is clearly identifiable in the preceding or subsequent text. However, sometimes a reference word refers back to an entire stretch of text – perhaps even a paragraph or two - without referring to any one particular component of it. In this case, the reference word has the function of summarizing the preceding information. The words most commonly used to do this are the demonstrative pronouns *this* and *these*

The question arises of how best to allocate resources in a competitive environment where all parties' requests seem to be of equal merit. Should applicants be required to demonstrate superior need? How can they demonstrate this when they are not aware of each others' needs? Should more stringent parameters be developed so that the pool of eligible applicants is decreased? Is the answer to deliver less funding to more applicants and so run the risk of no single applicant being able to show a worthwhile return on their funding? Should applicants have to show a willingness to match, dollar for dollar, investment by the funding body? **These** are the hard problems now facing national funding bodies.

Jackson, E. M. 2004. *Resource Allocation under a Competitive Funding Model*. Graduate Essay, University of Technology, Sydney.

The demonstrative pronoun *these* does not point at any particular element of the preceding text. It summarises the possible courses of action being put forward in the text overall.

Example of the questions

Economic contact between Native Americans and Europeans can be traced back to the English and French fishermen off the coast of Canada. **They** traded guns and other weapons for beaver fur. The word “they” in the second sentence, refers to . . .

- A. Economic contract
- B. Native Americans and Europeans



- C. Fishermen
- D. Canadian

Answer: B

Pronoun They is on sentence “**They** traded guns and other weapons for beaver fur”. While reference is stated on the previous sentence. The information in the previous sentence which explained about the context (those who traded guns and other weapons ...) stated that native Americans and European may done the action. Therefore, the reference of pronoun “they” is the native Americans and Europeans

### Practice 2.3

Read the text about money, then

1. Underline once for the new vocabularies!
2. Underline twice for the reference

Money can be something determined by market participants to have value and be exchangeable. It can be currency (bills and coins) issued by a government. One of the money type is fiat currency, which is fully backed by the economic power and good faith of the issuing government. Other types is money substitutes, which are anything that can be exchanged for money at any time. For Example, a check written on a checking account at a bank is a money substitute.

### Grammar: Pronoun

Pronouns are small words that take the place of a noun. Pronouns are words like: **he, you, ours, themselves, some, each...** We can use a pronoun instead of a noun. Pronoun functions to limit the repeated words in order to modify the vocabulary.

- Do you like the manager? I don't like the manager. The manager's not friendly.

With pronouns, we can say:

- Do you like the manager? I don't like **him**. **He's** not friendly.

A pronoun is a small word with a big job. In fact, a pronoun can take the place of an entire noun phrase. In this way, pronouns help us use fewer words and avoid repetition. In the sentence *"Please give this letter to Rosemary"*, we can replace *"this letter"* with *"it"* and *"Rosemary"* with *"her"*, as you see below:

Please give	this letter	to	Rosemary.
Please give	<b>it</b>	to	<b>her.</b>

In a conversation, the speakers normally use pronouns to address each other: **I** speak to **you**. **You** speak to **me**. When we talk about John, we don't keep repeating John's name. We say **he** or **him**. If we talk about a thing, we can use the pronoun **it**.

A pronoun *represents* the person or thing that we are talking about (as long as we know *which* person or thing we are talking about). We don't usually *start* a discourse with a pronoun. We start with a noun and then move on to use a pronoun to avoid repeating the noun. By "noun", we really mean: noun (food), name (Tara), gerund (swimming), nounphrase (twelve red roses). We can replace even a long noun phrase such as "the car that we saw crashing into the bus" with the simple pronoun "it".

**Type of Pronoun**

1. Personal Pronoun

Personal pronouns represent specific people or things. We use personal pronouns in place of the person or people that we are talking about. My name is Josef but when I am talking about myself I almost always use "I" or "me", not "Josef". When I am talking direct to you, I almost always use "you", not your name. When I am talking about another person, say John, I may start with "John" but then use "he" or "him". And so on.

## Personal Pronoun

Number	Person	Gender	Personal Pronouns	
			Subject	Object
Singular	1 <sup>st</sup>	Male/Female	I	Me
	2 <sup>nd</sup>	Male/Female	You	You
	3 <sup>rd</sup>	Male	He	Him
		Female	She	Her
		Neuter	It	It
Plural	1 <sup>st</sup>	Male/Female	We	Us
	2 <sup>nd</sup>	Male/Female	You	You
	3 <sup>rd</sup>	Male/Female/Neuter	They	Them

### 2. Demonstrative Pronoun

A demonstrative pronoun represents a thing or things:

- near in distance or time (this, these)
- far in distance or time (that, those)

The use of pronoun this and that is for singular object. This is used to point singular object in near distance, while that is used to point singular object in far distance. On the other hand, the used of these and those is for plural object. These is used to point plural object in near distance, while those is used to point plural object in far distance.

### 3. Possessive Pronoun

Possessive pronouns to refer to a specific person/people or thing/things (the “antecedent”) belonging to a person/people (and sometimes belonging to an animal/animals or thing/things).

We use possessive pronouns depending on:

- number: singular (e.g: **mine**) or plural (e.g: **ours**)
- person: 1st person (eg: **mine**), 2nd person (e.g: **yours**) or 3rd person (e.g: **his**)
- gender: male (**his**), female (**hers**)

Below are the possessive pronouns, followed by some example sentences. Notice that each possessive pronoun can:

- be subject *or* object
- refer to a singular or plural antecedent

Example:

I looked everywhere for your key. I found John's key but I couldn't find **yours**. (object = your key)

Number	Person	Gender (Of Owner)	Possessive Pronouns
Singular	1 <sup>st</sup>	Male/female	Mine
	2 <sup>nd</sup>	Male/female	Yours
	3 <sup>rd</sup>	Male	His
		Female	Hers
Plural	1 <sup>st</sup>	Male/female	Ours
	2 <sup>nd</sup>	Male/female	Yours
	3 <sup>rd</sup>	Male/female	Theirs

#### 4. Interrogative pronoun

- We use interrogative pronouns to ask questions. The interrogative pronoun represents the thing that we don't know (what we are asking the question about).
- There are four main interrogative pronouns: who, whom, what, which
- Notice that the possessive pronoun whose can also be an interrogative pronoun (an interrogative possessive pronoun).

Kind of Pronoun	Subject	Object
Person	Who	Whom
Thing	What	
Person/thing	Which	
Person	whose	

Notice that whom is the correct form when the pronoun is the object of the verb, as in “Whom did you see?” (“I saw John”). However, in normal, spoken English we rarely use whom. Most native speakers would say (or even write); “who did you see?”

5. Reflexive pronoun

We use a **reflexive pronoun** when we want to refer back to the subject of the sentence or clause. Reflexive pronouns end in “-self” (singular) or “-selves” (plural).

kinds	Reflexive pronoun
Singular	Myself Yourself Himself Herself Itself
Plural	Ourselves Yourselves Themselves

Example:

1. She spoke to me **herself**.  
She **herself** spoke to me
2. They recommend this book even though they **themselves** have never read it.
3. They recommend this book even though they have never read it **themselves**.

6. Reciprocal Pronouns

We use reciprocal pronouns when each of two or more subjects is acting in the same way towards the other. For example, A is talking to B, and B is talking to A. So we say:

- A and B are talking to **each other**.

The action is “reciprocated”. John talks to Mary and Mary talks to John. I give you a present and you give me a present. The dog bites the cat and the cat bites the dog. There are only two reciprocal pronouns, and they are both two words:

- **each other**
- **one another**

When we use these reciprocal pronouns there must be **two or more** people, things or groups involved (so we cannot use reciprocal pronouns with I, you [singular], he/she/it). They must be **doing the same thing**

## 7. Indefinite Pronouns

An indefinite pronoun does not refer to any specific person, thing or amount. It is vague and “not definite”. Some typical indefinite pronouns are: all, another, any, anybody/anyone, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, somebody/someone

Note that many indefinite pronouns also function as other parts of speech. Look at “another” in the following sentences:

- He has one job in the day and another at night. (pronoun)
- I’d like another drink, please. (adjective)

Most indefinite pronouns are either singular or plural. However, some of them can be singular in one context and plural in another. The most common indefinite pronouns are listed below, with examples, as singular, plural or singular/plural.

## Exercise 2.1

### Grammar: Personal Pronoun

1. To use the correct personal pronoun, we may need to know the number, person, gender and/or \_\_\_\_\_ of the noun it's replacing.
  - A. Spelling
  - B. Case
  - C. Register
  - D. Size
2. The personal pronoun "they" is in the \_\_\_\_\_ case.
  - A. Subject
  - B. Subject or object
  - C. Object
  - D. Predicate
3. Which gender is the personal pronoun "her"?
  - A. Male
  - B. Female
  - C. Male or female
  - D. Not identified
4. Which number is the personal pronoun "you"?
  - A. Singular
  - B. Plural and singular
  - C. Plural
  - D. Uncountable
5. The only word ever used as a 2nd person personal pronoun is
  - A. It
  - B. She
  - C. You
  - D. Them

6. Which sentence contains the singular 1<sup>st</sup> person subject pronoun?
- A. They come here
  - B. We helped him
  - C. I called her
  - D. You did the project
7. Which sentence contains the plural 3<sup>rd</sup> person object pronoun?
- A. We have meeting tomorrow
  - B. They attend the seminar today
  - C. She presents perfectly
  - D. I have collaboration with him for several times
8. Which is correct? “money is not everything, but . . . makes everything easy”
- A. can
  - B. it
  - C. they
  - D. you
9. Which is correct? “Mr. Joe drove with . . . secretary”
- A. the
  - B. she
  - C. his
  - D. they
10. Government must concern on the export and import business activities, because . . . affect the company’s budget. Which pronoun is suitable with the sentence?
- A. It
  - B. They
  - C. We
  - D. He



1. The only type of possessive pronoun with different words for male and female genders is the . . .
  - A. Singular 1<sup>st</sup> person
  - B. Singular 2<sup>nd</sup> person
  - C. Singular 3<sup>rd</sup> person
  - D. Plural 2<sup>nd</sup> person
2. Complete with the correct possessive pronoun: "You did great in the interview, so congratulations Lee - the job's . . . !"
  - A. Yours
  - B. They
  - C. She
  - D. Mine
3. Complete with the correct possessive pronoun: "If the only fingerprints on the gun are \_\_\_\_\_ , he must be the killer."
  - A. Mine
  - B. Her
  - C. His
  - D. Him
4. To choose the correct demonstrative pronoun (this, that, these or those), we need to know if the noun being replaced is singular or plural and
  - A. Old or young
  - B. Male or female
  - C. Subject or object
  - D. Close or far
5. Complete with the correct demonstrative pronoun: "Your proposals are better than \_\_\_\_\_ over there."
  - A. That
  - B. There
  - C. These
  - D. Those

6. Complete with the correct demonstrative pronoun: "Who was \_\_\_\_\_ on the phone?"
- A. That
  - B. This
  - C. Those
  - D. There
7. Complete with the correct interrogative pronoun: "\_\_\_\_\_ is yours? The blue one or the red one?"
- A. Where
  - B. Which
  - C. What
  - D. Whose
8. Which **cannot** be used as an interrogative pronoun to fill the gap? "I don't understand. \_\_\_\_\_ do you mean?"
- A. What
  - B. Which
  - C. Where
  - D. Who
9. Which interrogative pronoun would most people use even though in formal grammar it's incorrect? ". . . did you meet at the local company?"
- A. Who
  - B. Whom
  - C. Why
  - D. Whose
10. Reflexive pronouns refer back to the . . . of the sentence or clause.
- A. Subject
  - B. Object
  - C. Noun
  - D. Predicate

11. Complete with the correct reflexive pronoun: "The mineral water in the front office is free, so help . . . ."
  - A. You
  - B. Them
  - C. Your selves
  - D. Their selves
12. Complete with the correct pronoun: "In the current technology of Automatic Transferred Machine, customers not only can withdraw but also deposit their cash money in the machine by . . . ."
  - A. Their selves
  - B. Them selves
  - C. Self
  - D. Own self
13. We can use a reciprocal pronoun when each of two or more people acts in . . . towards the other.
  - A. Opposite way
  - B. Own way
  - C. Different way
  - D. Same way
14. Which can correctly fill the gap? "It's a close working partner. They all know . . . really well."
  - A. Every
  - B. Each other
  - C. One another
  - D. Others
15. An indefinite pronoun takes the place of a . . . person, thing or amount.
  - A. General
  - B. Specific
  - C. Special
  - D. All

16. Which indefinite pronoun can complete this sentence? "I thought we'd run out of fresh money, but I found . . . ."
- A. Little
  - B. Several
  - C. Many
  - D. Some
17. Which indefinite pronoun can replace the one in this sentence without changing the meaning? "I knocked but nobody answered."
- A. No One
  - B. Someone
  - C. Somebody
  - D. Any body
18. Complete with the correct indefinite pronoun: "They all got tired and \_\_\_\_\_ fell asleep."
- A. Many
  - B. Much
  - C. Everyone
  - D. All
19. Complete with the correct indefinite pronoun: "She tried, but she didn't like . . . ."
- A. Any
  - B. Either
  - C. Neither
  - D. Also
20. Which is correct word to fill the blank? "There are ten teams, and \_\_\_\_\_ has its own team colours."
- A. Each
  - B. Every
  - C. Some
  - D. All

## Exercise 2.2

Read the text and answer the questions!

Text 1. Question number 1 – 6

Money is a system of value that facilitates the exchange of goods in an economy. Using money allows buyers and sellers to pay less in transaction costs, compared to barter trading. The first types of money were commodities. Their physical properties made them desirable as a medium of exchange. In contemporary markets, money can include government-issued legal tender or fiat money, money substitutes, fiduciary media, or electronic cryptocurrencies. Money can be something determined by market participants to have value and be exchangeable. It can be currency (bills and coins) issued by a government. A second type of money is fiat currency, which is fully backed by the economic power and good faith of the issuing government. The third type of money is money substitutes, which are anything that can be exchanged for money at any time. For Example, a check written on a checking account at a bank is a money substitute.

1. What is the gist of the paragraph?
  - A. The definition of money
  - B. The kinds of money
  - C. The origin of money
  - D. The use of money
2. What is the first sentence called?
  - A. Main idea
  - B. Supporting idea
  - C. Supporting sentence
  - D. Topic sentence
3. The supporting sentence is found on. . .
  - A. First sentence
  - B. All except one
  - C. First and last sentence
  - D. Last sentence

4. What is the word “their” in the text refers to . . .
  - A. Money
  - B. Buyers
  - C. Commodities
  - D. Sellers
5. The word which in the end of the text is the represents of . . .
  - A. The era of third type money
  - B. The third type of money
  - C. The substitute money
  - D. The exchange thing
6. From the we can infer that . . .
  - A. Fiat currency is used for all level of citizen
  - B. Market participant cannot determine the types of money
  - C. Money only can substitute several things in the past
  - D. Money types transferred many times

**Text for number 7 - 10**

If a problem arises regarding property or services purchased with your credit card, you may have the right not to pay the balance due. You must return the items and allow the merchant an opportunity to resolve the problem. There are two limitations on this right:

- The purchase must be made in your home state or within 130 miles of your current mailing address.
- The price of the purchase has to exceed fifty dollars.

7. What is the text about?
  - A. Policy not to pay the balance due of a credit card
  - B. Purchased problem in buying goods
  - C. Credit cards limitation
  - D. Limitation of credit card balance due

8. Based on the text, these information are true, except . . .
- A. Balance due may not be paid in certain condition
  - B. Purchases less than fifty dollars cannot be complained
  - C. The distance of the merchant and mailing address location is not limited
  - D. The merchant has the right to solve the problem
9. What is the word “you” in the text, refers to. . .
- A. The reader
  - B. Credit card user who gets property or service purchased problem
  - C. All the credit car buyer
  - D. Merchants that allow credit card purchases
10. The description of second sentences and after functions to..
- A. Support the main idea
  - B. Explain the problem
  - C. Give limitation of the problem
  - D. Describe the condition

**The text is for number 11 – 14**

Money is some item of value that allows people and institutions to engage in transactions that result in an exchange of goods or services. **It** has to be exchangeable, convenient to carry, recognized as legitimate by all, physically long-lasting, and have a value that’s stable.

Money comes in various forms, including precious metals, currencies, and money substitutes. At this time, though cryptocurrencies have some of the properties of money, **they** function without a central authority and aren’t backed by governments. While cryptocurrencies (such as Bitcoin) are considered property for tax purposes by the IRS, they aren’t considered legal tender by the U.S. government

11. The first paragraph is talking about . . .
  - A. The use of money
  - B. The kinds of money
  - C. The characteristics of money
  - D. The value of money
12. How does the second paragraph support the previous paragraph?
  - A. By describing the first paragraph
  - B. By explaining the additional variable of the topic
  - C. By giving example
  - D. By giving illustration
13. Which sentence shows the thing pronoun?
  - A. Sentence 5
  - B. Sentence 4
  - C. Sentence 3
  - D. Sentence 2
14. The word “they” in the second paragraph refers to . . .
  - A. Kinds of money
  - B. Money properties
  - C. Government
  - D. Cryptocurrencies

### The text if for questions number 15 – 20

After the analysis basic on your requirement, we do some related explanation as follow.

According to your balance sheet, we found your assets is enough to afford the first period of expansion. But **that’s** not enough to say you have the ability to expand. The current liability ratio, benefit to assets ratio and the cash flow index should be took into your consideration. The current liability ratio shows whether you can afford the payment, the **benefit**



to assets ratio shows whether it's worth to do so and the cash flow index will add help to your decision. The special analysis data is on the attach paper. We want to say is just as long as the data you provide to **us** is true that you can expand.

In the expansion there are risks. Firstly you need to put more money on your advertisement fees which will decline your benefit. Secondly, even you do more advertisement your passages will not increase in that case you will face an empty plan. Thirdly, the added plan will carry which course will affect your current operation.

The strategy and your rival should also be took into account. You have to adjust your current strategy, to focus on more widely part to get more benefit. Meanwhile you should have a clear idea what your rivals have done to avoid clash.

If you do decide to expand, the first primary thing to do is decide how to use the new planes. You need a special plan of it and adjust your strategy currently. Only when you do so, you can get the largest benefit from your expansion.

Hope your expansion will achieve a success result!

15. The letter is possibly addressed to . . .
  - A. A company
  - B. Business owner
  - C. Reading people
  - D. Account holder
16. The text is written based on . . .
  - A. Market analysis
  - B. Survey
  - C. The company data
  - D. The employee poling

17. According to the text, the incorrect inference is ...
- A. The company is eligible to do the expansion
  - B. The company should make consideration for the expanse
  - C. The company must considers the rival strategy
  - D. The company is not able to do the expansion.
18. The word **“that”** in the third sentence is the kind of . . . pronoun
- A. Personal
  - B. Demonstrative
  - C. Comparative
  - D. Possessive
19. The second paragraph is talking about . . .
- A. The strategy
  - B. Expansion reasons
  - C. Risks of expansion
  - D. The expansion`s benefit
20. The supporting paragraph is found on . . .
- A. Paragraph two, three and four
  - B. Paragraph one, two and four
  - C. First paragraph
  - D. Second and last paragraph
21. What suggestion written in the letter in making the expansion?
- A. Adjusting the strategy to the contender
  - B. Cancel the expansion
  - C. Thinking the expansion risk
  - D. Set new plan for the company

Text is for number 22 - 24

At its annual stockholders' meeting last week, Smith & Co. reported that its yearly earnings had tripled from a year ago, to \$99 million. The earnings increase was attributed in large part to the increase in sales resulting from the rise popularity of designer

fashions for children. Sales predictions for the coming year project that the earnings will double during the first two quarters.

22. What is the topic of the text?
  - A. The annual stockholders
  - B. Sales report
  - C. Smith and co
  - D. A meeting report
23. What is being reported by the company?
  - A. The company report
  - B. The meeting result
  - C. The company yearly earning
  - D. The sales prediction
24. According to the text, what is the cause of sales increase?
  - A. The increase of yearly earning
  - B. Adult fashion is very popular
  - C. The rise popularity of adult designer fashion
  - D. The increase trend of children`s designer fashion
25. The word “it” in the text refers to . . .
  - A. The meeting
  - B. The employee
  - C. The company
  - D. The earning

**The text is for questions 26 - 30**

Welcome to the R&H Real Estate Fund. You can be sure your money is well invested with us. R&H acquires prime commercial properties **which** are leased to companies in the restaurant and lodging industries. All properties purchased by R&H are fully rented at the time of acquisition. Tenants are required to pay all operating costs including taxes, insurance, and maintenance. **Our** goals for our investors are to:

- Make regular cash distributions
  - Increase cash distributions regularly through rent raises built into the leases
  - Acquire properties which will appreciate in value, and to distribute profits from their eventual sale.
26. What is the function of the text?
- A. Welcome costumers
  - B. Invites people to invest
  - C. tell about R&H Real Estate Fund
  - D. Stating company profile
27. The word “our” is a kind of . . . reference
- A. Demonstrative
  - B. Pronoun
  - C. Possessive
  - D. Comparatives
28. The word “our” in text, refers to . . .
- A. The investors
  - B. R & H Real Estate Fund
  - C. The reader
  - D. The property`s owner
29. The word “which” in the text refers to . . .
- A. The company
  - B. Commercial properties
  - C. The investors
  - D. Money
30. Form the text, we can infer that . . .
- A. Leases need to pay the tax
  - B. The operating costs are paid by the company
  - C. The property maintenance is included on the fund
  - D. The service is eligible for any kinds of funding

### Additional activity

#### Fill the blank with correct pronoun provided in the box

##### A Successful Business

Jeff is an owner in a computer company. \_\_\_\_\_ has five people working with \_\_\_\_\_. The first one is Nayla. \_\_\_\_\_ is \_\_\_\_\_ secretary. \_\_\_\_\_ jobs are to arrange meeting with clients and type all documents that the company needs. The second one is Rob. Rob is a software engineer. \_\_\_\_\_ work is to install software to the new computers for the clients who buy \_\_\_\_\_. The third one is Abraham, Abraham is a hardware engineer. Abraham has responsibility to build the hardware into a new computer. When \_\_\_\_\_ is doing \_\_\_\_\_ job, three people help \_\_\_\_\_. \_\_\_\_\_ three people are his assistant. \_\_\_\_\_ names are Bob, Rick and Steve. \_\_\_\_\_ build more than 25 computers everyday. The forth person is Claudia. \_\_\_\_\_ is the accountant of the company. \_\_\_\_\_ responsibility is counting money. \_\_\_\_\_ has to know how much money the company spends and receives everyday. Claudia always thinks that \_\_\_\_\_ job is complicated because \_\_\_\_\_ involves money. But \_\_\_\_\_ likes \_\_\_\_\_. The last one is Sam. \_\_\_\_\_ is the driver of the company. \_\_\_\_\_ job is to deliver the computers to the buyers' address. Although the company is only a small company, but \_\_\_\_\_ runs very well. In an interview with a local journalist last month, Jeff revealed \_\_\_\_\_ success in leading \_\_\_\_\_ company, " I always show \_\_\_\_\_ employees how to be real professional. When \_\_\_\_\_ work professionally, \_\_\_\_\_ will pay them professionally too. Paying professionally means: the money is big and \_\_\_\_\_ get \_\_\_\_\_ on time. That's why \_\_\_\_\_ employees love working in \_\_\_\_\_ company."

He	She	They	My
His	Her	Their	Their
Him	Hers	It	

Spelling and meaning check in chapter II

<p><b>Interpretation:</b> / in-tur-pri-tey-shuhn / an explanation of the meaning of another's artistic or creative work; an elucidation:</p> <p><b>Exchanges:</b> / iks-cheynj / to give up (something) for something else; part with for some equivalent; change for another.</p> <p><b>Losses:</b> / laws, los / detriment, disadvantage, or deprivation from failure to keep, have, or get</p> <p><b>Assets:</b> / as-ets / <i>Finance</i>. items or resources owned by a person, business, or government, as cash, notes and accounts receivable, securities, inventories, goodwill, fixtures, machinery, or real estate (opposed to liabilities):</p> <p><b>Deteriorate:</b> / dih-teer-ee-uh-reyt / to make or become worse or inferior in character, quality, value, etc.</p> <p><b>Elaboration:</b> / ih-lab-uh-rey-shuhn / the state of being elaborated; elaborateness.</p> <p><b>Framework:</b> / freym-wurk / a basic structure, plan, or system, as of concepts, values, customs, or rules:</p> <p><b>Primary:</b> / prahy-mer-ee, -muh-ree / first or highest in rank or importance; chief; principal:</p> <p><b>Reveal:</b> / ri-veel / to make known; disclose; divulge, an act or instance of revealing; revelation; disclosure.</p>	<p><b>Profits:</b> / prof-it / pecuniary gain resulting from the employment of capital in any transaction. Compare gross profit, net profit.</p> <p><b>Deferred:</b> / dih-furd / depended, suspended or withheld for or until a certain time or event:</p> <p><b>Retains:</b> / ri-teyn / to continue to use, practice, to keep possession of</p> <p><b>Engaging:</b> / en-gey-jing / winning; attractive; pleasing:</p> <p><b>Extent:</b> / ik-stent / the space or degree to which a thing extends; length, area, volume, or scope:</p> <p><b>Transactions:</b> / tran-sak-shuhn, -zak- / the act of transacting or the fact of being transacted.</p> <p><b>Repay :</b> / ri-pey / to pay back or refund, as money.</p> <p><b>Store:</b> / stawr / an establishment where merchandise is sold, usually on a retail basis.</p> <p><b>Capable:</b> / key-puh-buh / having power and ability; efficient; competent:</p> <p><b>Favour:</b> / fey-ver / something done or granted out of goodwill, rather than from justice or for remuneration; a kind act:</p> <p><b>Rarely:</b> / rair-lee / on rare occasions; infrequently; seldom:</p> <p><b>Responsibility:</b> / ri-spon-suh-bil-i-tee / the state or fact of being responsible, answerable, or accountable for something</p>
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<p><b>Thought:</b> / thawt / the product of mental activity; that which one thinks:</p> <p><b>Impact:</b> / <i>noun</i> im-pakt; <i>verb</i> im-pakt / the striking of one thing against another; forceful contact; collision:</p> <p><b>Appealing:</b> / uh-pee-ling / evoking or attracting interest, desire, curiosity, sympathy, or the like; attractive.</p> <p><b>Considerable:</b> / kuhn-sid-er-uh-buhl / rather large or great in size, distance, extent, worthy of respect, attention, etc.; important; distinguished:</p> <p><b>Attainment:</b> / uh-teyn-muhnt / something attained; a personal acquirement; achievement.</p> <p><b>Demonstrates:</b> / dem-uhn-streyt / to make evident or establish by arguments or reasoning; prove:</p> <p><b>Reliance:</b> / ri-lahy-uhns / confident or trustful dependence.</p> <p><b>Maturation:</b> / mach-uh-rey-shuhn / the act or process of maturing.</p> <p><b>Confirmed:</b> / kuhn-furmd / made certain as to truth, accuracy, validity, availability, etc</p> <p><b>Determined:</b> / dih-tur-mind / resolute; staunch: decided; settled; resolved</p> <p><b>Value:</b> / val-yoo / relative worth, merit, or importance: monetary or material worth, as in commerce or trade:</p>	<p>within one's power, control, or management.</p> <p><b>Ownership:</b> / oh-ner-ship / the state or fact of being an owner.</p> <p><b>Belonging:</b> / bih-lawng-ing / <b>belongings</b>, possessions; goods; personal effects.</p> <p><b>Impersonal:</b> / im-pur-suh-nl / not personal; without reference or connection to a particular person:</p> <p><b>Extreme:</b> / ik-streem / of a character or kind farthest removed from the ordinary or average:</p> <p><b>Pressure:</b> / presh-er / the exertion of force upon a surface by an object, fluid, etc., in contact with it:</p> <p><b>Preceding:</b> / pri-see-din / to go before, as in place, order, rank, importance, or time.</p> <p><b>Tied:</b> / taid / obliged to sell only the beer, products, etc, of a particular producer</p> <p><b>Identifiable:</b> / ah-y-den-tuh-fahy, / to recognize or establish as being a particular person or thing; verify the identity of:</p> <p><b>particular:</b> / per-tik-yuh-ler / of or relating to a single or specific person, thing, group, class, occasion, etc., rather than to others or all; special rather than general:</p> <p><b>Discourse:</b> / dis-kawr / communication of thought by words; talk; conversation:</p>
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<p><b>Exchangeable:</b> /iks-cheyn-juh-buh/ to give up (something) for something else; part with for some equivalent; change for another.</p> <p><b>Currency :</b> /kur-uhn-see/ something that is used as a medium of exchange; money. general acceptance;</p> <p><b>Vogue:</b> /vohg / something in fashion, as at a particular time:</p> <p><b>Limit:</b> / lim-it/ the final, utmost, or furthest boundary or point as to extent, amount, continuance, procedure, etc.:</p> <p><b>Distance:</b> / dis-tuhns / the extent or amount of space between two things, points, lines, etc.</p> <p><b>Due:</b> / doo, dyoo/ owing or owed, irrespective of whether the time of payment has arrived:</p> <p><b>Depending:</b> / dih-pend / to be conditioned or contingent (usually followed by <i>on</i> or <i>upon</i>):</p> <p><b>Antecedent:</b> / an-tuh-seed-nt / a preceding circumstance, event, object, style, phenomenon, etc</p> <p><b>Duty:</b> / doo-tee / something that one is expected or required to do by moral or legal obligation</p> <p>Expansion: / ik-span-shuhn / the act of expanding</p> <p><b>Involved:</b> /in-volvd / committed or engaged, as in a political cause or artistic movement:</p> <p><b>Indefinite:</b> /in-def-uh-nit / not clearly defined or determined; not precise or exact:</p>	<p><b>Crashing:</b> / krash-ing / absolute; complete; utter:</p> <p><b>Participant:</b> / pahr-tis-uh-puhnt/ a person or group that participates; partaker.</p> <p><b>Entire:</b> / en-tahyuhr / having all the parts or elements</p> <p><b>Distinguish:</b> / dih-sting-gwish / to recognize as distinct or different; recognize the salient or individual features or characteristics</p> <p><b>Interrogative:</b> / in-tuh-rog-uh-tiv/ of, relating to, or conveying a question.</p> <p><b>Possessive:</b> / puh-zes-iv/ jealously opposed to the personal independence of, or to any influence other than one's own upon, a child, spouse, etc</p> <p><b>Native:</b> / ney-tiv / being the place or environment in which a person was born or a thing came into being</p> <p><b>Reflexive:</b> / ri-flek-siv/ (of a verb) taking a subject and object with identical referents, as <i>shave</i> in <i>I shave myself</i></p> <p><b>Recommend:</b> / rek-uh-mend / to present as worthy of confidence, acceptance, use, etc.; commend; mention favorably:</p> <p><b>Fund:</b> /fuhnd/ a supply of money or pecuniary resources, as for some purpose:</p> <p><b>Listed:</b> / lis-tid/ (of a security) admitted to trading privileges on a stock exchange</p>
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<p><b>Amount:</b> /uh-mount / the sum total of two or more quantities or sums; aggregate.</p> <p><b>Vague:</b> /veyg / indefinite or indistinct in nature or character, as ideas or feelings:</p> <p><b>Invested:</b> /in-vest / to put (money) to use, by purchase or expenditure, in something offering potential profitable returns, as interest, income, or appreciation in value.</p> <p><b>Interest:</b> /in-ter-ist / something that concerns, involves, draws the attention of, or arouses the</p> <p><b>Budget:</b> / buhj-it/ an estimate, often itemized, of expected income and expense for a given period in the future.</p> <p><b>Offer:</b> /aw-fer, of-er / to present for acceptance or rejection; proffer:</p> <p><b>Refund:</b> /ri-fuhnd / to give back or restore (especially money); repay.</p> <p><b>Capital:</b> / kap-i-tl / the city or town that is the official seat of government in a country, state. the wealth, whether in money or property, owned or employed in business by an individual, firm, corporation, etc.</p> <p><b>Deficit:</b> /def-uh-sit / the amount by which a sum of money falls short of the required amount.</p> <p><b>Investment:</b> / in-vest-muhnt / the investing of money or</p>	<p><b>Contains:</b> /kuhn-teyn / to hold or include within its volume or area</p> <p><b>Collaboration:</b> / kuh-lab-uh-rey-shuhn / <b>the act or</b> a product resulting from collaboration:</p> <p><b>Attend:</b> / uh-tend / to go with as a concomitant or result; accompany:</p> <p><b>Emergency funds:</b> / ih-mur-juhn-se fuhn / money that is sudden, urgent, usually unexpected occurrence or occasion requiring immediate action.</p> <p><b>Export:</b> / ik-spawrt/ to ship (commodities) to other countries or places for sale, exchange, etc</p> <p><b>Revenue:</b> / rev-uhn-yoo / the income of a government from taxation, excise duties, customs, or other sources, appropriated to the payment of the public expenses.</p> <p><b>Shares:</b> / shair / the full or proper portion or part allotted or belonging to or contributed or owed by an individual or group.</p> <p><b>Stocks:</b> / stɒks / history an instrument of punishment consisting of a heavy wooden frame with holes in which the feet, hands, or head of an offender were locked</p> <p><b>Equity:</b> /ek-wi-tee / the quality of being fair or impartial</p> <p><b>Bill:</b> / bil / a statement of money owed for goods or services supplied:</p>
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<p>capital in order to gain profitable returns, as interest, income, or appreciation in value.</p> <p><b>Rally:</b> / ral-ee / to bring into order again; gather and organize or inspire anew:</p> <p><b>Overdraft:</b> / oh-ver-draft / an act or instance of overdrawing a checking account.</p> <p><b>Cashier:</b> / ka-sheer / an employee, as in a market or department store, who collects payments for customer purchases</p> <p><b>Cheque:</b> check / tʃek / a bill of exchange drawn on a bank by the holder of a current account; payable into a bank account, if crossed, or on demand, if uncrossed</p> <p><b>Legal:</b> / lee-guhl / appointed, established, or authorized by law; deriving authority from law</p> <p><b>Fiduciary:</b> / fi-doo-shee-er-ee / <i>Law.</i> of or relating to the relationship of trust and good faith between a fiduciary and the person for whom the fiduciary acts:</p> <p><b>Electronic:</b> / ih-lek-tron / of or relating to electronics or to devices, circuits, or systems developed through electronics.</p> <p><b>Afford:</b> / uh-fawrd / to be able to do, manage, or bear without serious consequence or adverse effect:</p> <p><b>Liability:</b> / lahy-uh-bil-i-tee / <i>Finance.</i> moneys owed;</p>	<p><b>Withdraw:</b> / with-draw, with- / to draw back, away, or aside; take back; remove</p> <p><b>Goods:</b> / gŏdz / (<i>sometimes singular</i>) economics commodities that are tangible, usually movable, and generally not consumed at the same time as they are produced</p> <p><b>Compare services</b></p> <p><b>Trading:</b> / treyd / the act or process of buying, selling, or exchanging commodities, at either wholesale or retail, within a country or between countries</p> <p><b>Commodities:</b> / kuh-mod-i-tee / an article of trade or commerce, especially a product as distinguished from a service</p> <p><b>Citizen:</b> / sit-uh-zuhn / a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection (distinguished from alien).</p> <p><b>Determine:</b> / dih-tur-mi / to conclude or ascertain, as after reasoning, observation, etc.</p> <p><b>Transferred:</b> / trans-fe / to convey or remove from one place, person, etc., to another</p> <p><b>Regarding:</b> / ri-gahr-ding / with regard to; respecting; concerning</p> <p><b>Achieve:</b> / uh-cheev / to bring to a successful end; carry through; accomplish:</p>
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<p>debts or pecuniary obligations (opposed to assets).</p> <p><b>Ratio:</b> / rey-shoh / the relation between two similar magnitudes with respect to the number of times the first contains the second</p> <p><b>Payment:</b> / pey-muhnt / something that is paid; an amount paid; compensation; recompense</p> <p><b>Risks:</b> / risk / exposure to the chance of injury or loss; a hazard or dangerous chance:</p> <p><b>Fees:</b> / fee / a charge or payment for professional services</p> <p><b>Sales:</b> / seylz / transfer of property for money or credit.</p> <p><b>Employee:</b> / em-ploi-ee / a person working for another person or a business firm for pay.</p> <p><b>Employer:</b> / em-ploi-er / a person or business that employs one or more people, especially for wages or salary:</p> <p><b>Invest:</b> / in-vest / to put (money) to use, by purchase or expenditure, in something offering potential profitable returns, as interest, income, or appreciation in value</p> <p><b>Commercial:</b> / kuh-mur-shuhl / of, relating to, or characteristic of commerce</p> <p><b>Clients:</b> /klahy-uhnt / a person or group that uses the professional advice or services of a lawyer, accountant, advertising agency, architect, etc</p>	<p><b>Rivals:</b> / rahy-vuhl / a person who is competing for the same object or goal as another, or who tries to equal or outdo another; competitor.</p> <p><b>Contender:</b> / kuhn-ten-der / a person or group with a good chance of success in a contest:</p> <p><b>Stockholders:</b> / stok-hohl-der / Also called <b>stockowner</b>. a holder or owner of stock in a corporation.</p> <p><b>Earning:</b> / urn / to gain or get in return for one's labor or service: to gain income:</p> <p><b>Profit:</b> / prof-it / pecuniary gain resulting from the employment of capital in any</p> <p><b>Maintenance:</b> / meyn-tuh-nuhn / care or upkeep, as of machinery or property:</p> <p><b>Leased:</b> / lees / a contract renting land, buildings, etc</p> <p><b>engaged in :</b> / en-geyj / to occupy the attention or efforts of (a person or persons):</p> <p><b>Commerce:</b> / kom-ers/ an interchange of goods or commodities, especially on a large scale between different countries (foreign commerce) or between different parts of the same country (domestic commerce ); trade; business.</p> <p><b>Journalist:</b> / jur-nl-ist / a person who practices the occupation or profession of journalism.</p>
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<p><b>Counting:</b> /kount / to check over (the separate units or groups of a collection) one by one to determine the total number; add up; enumerate</p>	<p><b>Revealed:</b> /ri-veel / to make known; disclose; divulge:</p>
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## **CHAPTER III COMPANY**

A company is a legal entity formed by a group of individuals to engage in and operate a business – commercial or industrial – enterprise. A company may be organized in various ways for tax and financial liability purposes depending on the corporate law of its jurisdiction. This chapter discusses texts related company's topic. Besides this chapter will enrich reader's knowledge and have more understanding some company's vocabularies and phrases. Focusing in finding main idea and inference in the reading activity, makes reader easier to understand the information of a text. In addition, conjunctions material is presented to this chapter to create better interpretation to the context of text.

### **Reading**

#### **Reading activity 1**

Read the following article to know positions in a company

A “management team” needs to be pulled together, with serious thought given to the key positions that need to be filled and who should fill them. The path of least resistance should be avoided - that is, placing close friends and relatives in key positions simply because of who they are.

There are two criteria to justify placing someone in a position on your management team. First, does the person have the training and skills to do the job? Second, does the person have

the track record to prove his or her talents? Often, a management team evolves over time. Members of your team may wear several hats until the company grows and the company can afford the additional team members. A large business may have some or all of the following positions.

### **Lead Management Positions**

- **Chief Executive Officer (CEO) or President** -- This person will be the driving force behind the company; he or she will make things happen, put together the resources to support the company and take the product to the market place.
- **Chief Operating Officer (COO), Vice President of Operations or General Manager** -- Whether called an organizer, an inside manager or an operations person, this person is the one who will make sure company operations flow smoothly and economically. He or she is responsible for making certain that necessary work is done properly and on time. An understanding of details of the business and an enjoyment of handling details are necessary.
- **Vice President of Marketing or Marketing Manager** -- Few businesses can be successful without marketing their products to the customer. The individual in this slot must have both marketing and industry experience.
- **Chief Financial Officer (CFO) or Controller** -- The responsibility of one role is to seek money; that is, to look for investors and deal with banks, lenders, etc. This function also could be assigned to another team member, such as the CEO or the General Manager. The responsibility in the Controller role is to manage money and watch over the assets of the company.
- **Vice President of Production or Production Manager** -- Good production managers with specific industry knowledge and experience are sometimes difficult to find. In the beginning, you may subcontract some production.

## Key Personnel

In a small business there often are few staff people with many duties. Because the focus of businesses varies greatly, the number of key personnel and organizational structure can also vary substantially.

Key personnel in a value-added business and their duties include:

- **Operations manager.** the leader for the operation and has overall responsibility for the financial success of the business. The operations manager handles external relations with lenders, community leaders and vendors. This person will set in motion the vision, strategic plan and goals for the business.
- **Quality control, safety, environmental manager.** This is a key function in any industry and, in particular, one that deals in food products. In a small business, one person generally will be responsible for handling OSHA compliance, EPA compliance, monitoring air and water quality, product quality, training of employees in each of these areas and filing all necessary monthly, quarterly and yearly reports.
- **Accountant, bookkeeper, controller.** This is another key function. The individual filling this role has the responsibility for monthly income statements and balance sheets, collection of receivables, payroll and managing the cash. The key aspect here is managing the cash.
- **Office manager.** The person in this slot also may serve as human resource director, purchasing agent and “traffic cop” with salespeople and vendors. This employee, in general, will oversee everything not involved in production and may also handle some marketing duties.
- **Receptionist.** Sometimes called the “front-line” person, the receptionist handles phone calls, greets visitors, handles the mail, does the billing and performs many other tasks as required by the office manager.
- **Foreperson, supervisor, lead person.** This individual is the second-in-command in the shop and will oversee production

in the absence of the owner, general manager or president. This position usually will have an overall understanding of all aspects of the business and also will handle working with new employees, including setting up training and schedules.

- **Marketing manager.** If finances permit, a marketing manager may be on staff to handle all aspects related to promoting and selling the product. The top management person often handles this duty in a small business.
- **Purchasing manager.** Duties of this position may be filled by either or both the general manager/top management person and the office manager. The supervisor or lead person often also is involved.
- **Shipping and receiving person or manager.** Someone, however, needs to be assigned the task of packaging, ordering transportation for delivery, receiving incoming material and warehousing of finished goods and stock. Several people may be involved in this, including the office manager, foreperson or accounting clerk.
- **Professional staff.** Instrumental in each company, new or existing, are the firm's professional staff resources. These include an accountant (CPA), a lawyer, an information technology (IT) consultant and, possibly, a local doctor or access to a medical facility. Although perhaps not outlined as full-time staff positions in your organization, these roles should be considered a part of the management team and discussed in the development of the business plan.

The text is Taken from <https://www.extension.iastate.edu/agdm/wholefarm/html/c5-111.html>

## Reading activity 2

Finding main idea and inference

**The main idea** is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)?



The author can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea.

Let's use the paragraph below as an example. First find the topic, then look for the main idea.

The movie *Apollo 13* was a blockbuster for the summer of 1995. It is an exciting story about space exploration. In the movie, the astronauts get in trouble while they are trying to return to Earth. People in the audience are on the edge of their seats waiting to see what happens. What makes it even more exciting is that it is a true story.

- the topic is the movie *Apollo 13*
- the main idea is in the first sentence: *Apollo 13 was a blockbuster for the summer of 1995*

While the main idea is usually in the first sentence, the next most common placement is in the last sentence of a paragraph. The author gives supporting information first and then makes the point in the last sentence. Try to locate the topic and the main idea.

*Most teenagers and young adults do not know what they want to do for the rest of their lives. It is a big decision. There are a number of things you can do to narrow the choices. For examples you can take an interest test, do some research on your own about a career, try volunteer work in the field in which you are interested, or "job-shadow", in which you spend a day with a person who is working in a field that interests you. These are just a few helpful ideas as you begin to choose a career.*

- the topic is *jobs or career choices*
- the main idea is a few ideas to help the reader choose a career

Finally, an author might put the main idea in the middle of a paragraph. The author will spend a few sentences introducing the topic, present the main idea, then spend the rest of the paragraph

supporting it. This can make the main idea more difficult to find.

See if you can find the topic and main idea in the paragraph below.

*The United States seems to be in love with the idea of going out to eat. Because of this, a real variety of restaurants has come about specializing in all kinds of foods. McDonald's is the king of a subgroup of restaurants called fast-food restaurants. Chances are, no matter where you live, there is a McDonald's restaurant near you. There are even McDonald's in the Soviet Union. Now McDonald's is trying something new. It is called McDonald's Express and there is a test site in Peabody, Massachusetts. It is part of a Mobil gas station. This allows you to fill up with gas and fill up on food at the same time. What will they think of next?*

In this paragraph:

- the topic is *McDonald's*
- the main idea is in the middle of the paragraph, in the third sentence: *McDonald's is the king of fast food*

Main idea can appear in the beginning of the text, in the middle and in the end of the text. In addition, knowing the topic will make easier to find the main idea. Besides main idea, the gist of the paragraph can be known from inference. **Inference** is the process of drawing a conclusion from supporting evidence. It uses observation and background to reach a logical conclusion. An author will not include all the information for us. He or she will expect reader to read between the lines and reach conclusions about the text. When making inferences, you are looking beyond what is stated in the text and finding the ideas to which the author only hints. This makes you a more active reader and critical thinker. It also makes it easier to understand what the author is sharing. Here is the example of inference:

Sentence inference:

The manager is a man, and all men are wise.

→ Therefore, we can **infer** that the manager is wise.

Paragraph inference:

The university is pleased to offer an exciting new opportunity for students in the Romance Language Department. The prestigious Buonocore Scholarship allows students to study tuition-free for two semesters in Rome. Students must submit an essay exploring a specific aspect of Italian culture to the selection committee. They must also submit a detailed plan explaining how a year in Italy would provide the opportunity to further research and improve the essay. Please note that students in departments other than Romance Languages are ineligible for this opportunity.

What can you infer from the text?

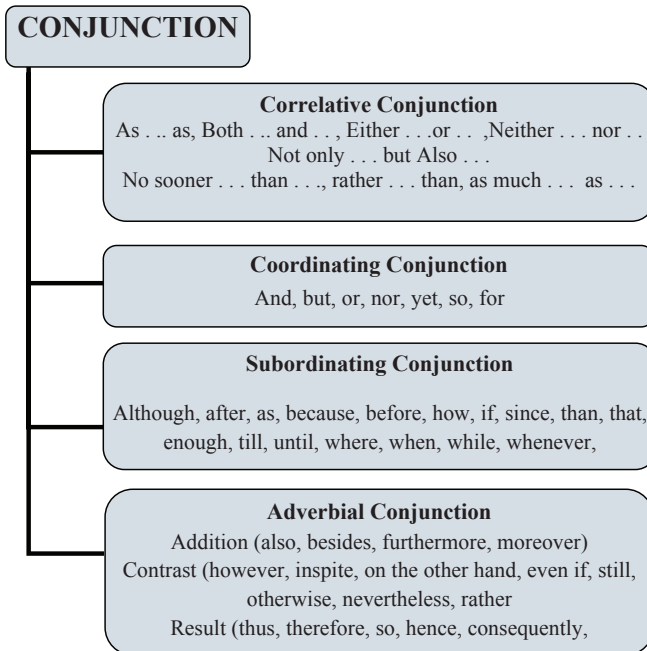
- A. The scholarship is for two years.
- B. The university offers a new language department.
- C. The opportunity is only for students in the Romance Language Department.
- D. The students must submit their essay to register the scholarship only.

The best answer as the correct inference of the paragraph is option C

## Grammar

### Conjunctions

Conjunctions are words that function to connect words, group of words or sentences. The use of conjunction is implemented in adverbial clause, group of words functions as adverb and contains subject and verb. Based on the usage, there are four types of conjunction that described in this chapter. Each type contains many conjunctions with different meaning and usage.



#### Description:

- Correlative conjunction combines two things that have relation each other. Many of them also known as pair conjunction (both ... and, not only... but also, either ...or, neither ... nor). Example: Both the manager and the staff are having meeting right now,
- Coordinate conjunction connects words, phrases, and clauses that coordinate or equal to each other. (And, but, or, nor, yet, so, for)  
Example: Day and night the company has meeting to prepare the annual report.
- Subordinating conjunction links dependent and independent clause. It indicates that clauses has informative value to add to the sentence that signals a cause and effect relationship, or a shift in time and place between two clauses. (Although, after, as, because, before, how, if, since, than, that, enough, till, until, where, when, while, whenever)

Example: The company has exceeded the sales target since the beginning of this year.

- Adverbial conjunction is an adverb that connects two clauses by converting the clause which introduced to an adverbial modifier for the verb in main clause. This conjunction is classified based on the function, which is to give additional references, showing contrast, and stating a result.

For example, “I told him, thus he knows”. In the sentence, the conjunction is thus, that functions to show result. The result of I told him, is he knows.

### Exercise 3.1

Try to look for the meaning and make a sentence of these conjunctions in the table.

Conjunction	Meaning	Sentence
Both . . and . .		
Either . . . or . . .		
No sooner . . than. . .		
As much .. as..		
Yet		
Although		
Since		
Enough		
Even if. .		
While		
Whenever		
Furthermore		
Otherwise		
Consequently		
Therefore		

## Exercise 3.2

### Grammar exercises

**Fill the missing word with the correct conjunction provided in box!**

Correline's roommate, Joana, decided to drive to work; (1) \_\_\_\_\_, Correline rode into the city with her. They needed to turn left on 140th Street, (2) \_\_\_\_\_ that street was under construction. (3) \_\_\_\_\_ Correline could say anything, (4) \_\_\_\_\_, Joana had already found an alternate route.

(5) \_\_\_\_\_ did Correline arrive at work, \_\_\_\_\_ her boss told her she would be working with her coworker Ian on her next project. Correline was really impressed by Ian's professional accomplishments, (6) \_\_\_\_\_ she was anxious about working with him. Correline thought Ian was annoying, unpredictable, (7) \_\_\_\_\_ reckless.

(8) \_\_\_\_\_, Correline was willing to put aside her opinions to get the job done. She knew Ian would put in his best effort (9) \_\_\_\_\_ they worked together, (10) \_\_\_\_\_ she felt she could do no less (11) \_\_\_\_\_ he frustrated her. Personal relationships are often (12) \_\_\_\_\_ important \_\_\_\_\_ professional skills.

- |            |                             |
|------------|-----------------------------|
| a. Before  | g. No sooner . . . than . . |
| b. But     | h. Therefore                |
| c. While   | i. Even if                  |
| d. But     | j. As . . . as              |
| e. However | k. Otherwise                |
| f. And     | l. So                       |

### Chapter`s summary

**The main idea** is the point of the paragraph. It is the most important thought about the topic.

**Inference** is the process of drawing a conclusion from supporting evidence.

**Conjunctions** are words that functions to connect words, group of words or sentences.

**Four types of conjunctions** are correlative conjunction, subordinate conjunction, pair conjunction and adverbial conjunction

**Conjunction** is used based on the meaning in the sentence, it can be used as giving an additional references, showing contrast and showing result.

### Practice 3.1

#### Reading exercise

#### The text is for number 1 – 4

While company layoffs often appear, at first glance, to be the most decisive and effective method by which a business can save money and recover costs, they provide only a short term solution to a company`s problems and may prove to be detrimental to a company in the long term. The cost of downsizing can sometimes outweigh its benefits. Evidence repeatedly suggests that layoffs rarely reduce a company`s performance. This can be often leads to reduce stock values and insecurity among shareholders.

1. The topic of the paragraph is . . .
  - A. Company effective method
  - B. Company layoff
  - C. Cost of downsizing
  - D. Company problems

2. What can inferred from the text?
  - A. Saving money and recovering cost is a short term solution for the company problem
  - B. The cost of downsizing always gives benefits
  - C. Layoff reduce the company performance
  - D. The stock values cannot be reduced
3. What is the main idea of the text?
  - A. Company layoff may be a good solution for short term only
  - B. Company needs a applicable solution for the short term and long term period
  - C. Company layoff still be the most decisive and effective method
  - D. Company layoff doesn't have impact for long term solution in company.
4. The word "its" in the second sentence refers to . . .
  - A. Company layoff
  - B. Effective method
  - C. Downsizing cost
  - D. Company`s problem

**The text is for number 5 - 7**

Employers, looking at salaries as strictly a budget item, may forget that employees are not merely an expense, but a long term investment. Wages can be better understood as a payment into an employee`s capital of skill and commitment. The announcement of a round layoffs can undermine this important investment. Layoff not only affect those low performing employees whose jobs have been cut, but they also create an atmosphere of uncertainty. Which causes others to leave. Layoffs can therefore lead to a reduction in the quality and productivity of the overall staff.



5. What is the topic of the text?
  - A. Employees and employers
  - B. Employer policy
  - C. Employee`s Layoff
6. From the text, it can be inferred that . . .
  - A. Employer is an expense for the company
  - B. Layoff not only affect low performing employees and an atmosphere of uncertainty.
  - C. Company`s employers are not an investment
  - D. Wages is the payment of the company for the investment
7. The information can be found in the paragraph, except. . .
  - A. Managing employee is like managing the company`s investment.
  - B. Layoff can undermine employee
  - C. Layoff makes employ doubt for their future career
  - D. Layoff doesn`t have significant impact to the employee

**The paragraph is for question number 8 - 10**

If a reduction in payroll expenses does not already seems to be eclipsed by the reduction in performance, also consider the possible effect that this might have on shareholder`s morale. Layoffs communicate to the stockholders that a company severe crisis. They can therefore lead to a decline in stock value which often, in turn, compounds the very problem that the layoffs sought to resolve.

8. What information can you find in the paragraph?
  - A. Layoff indicate that company is not in crisis
  - B. Salary reduction brings impact to the morale
  - C. Company concern on payroll reduction every year
  - D. The decline of stock value influences the payroll expanses
9. The word “they” in second sentence refers to . . .
  - A. Layoffs
  - B. The employees

- C. The companies
  - D. The stockholders
10. From the text, it can be inferred that. . .
- A. Company layoff brings complex consequences
  - B. Layoff only affected to the employee
  - C. Payroll reduction doesn't affect the stock
  - D. The company has stable stock even in crisis

**The paragraph is for question number 11 - 14**

Advertising and the Public Perception Companies often seek the services of well-known sports or entertainment personalities to promote their product. Although this is a good practice when the person embodies wholesome qualities, it can backfire when the person engages in scandalous or otherwise reprehensible behavior. In such cases, the public comes to associate antisocial behavior with the product, and will avoid buying it. It is advisable that before retaining a famous person for endorsement, a complete background check be made. If a person has exhibited undesirable behavior in the past, **he** will probably exhibit undesirable behavior in the future. Also, the contract should cancel automatically, should the personality bring discredit to the product advertised.

11. What is the text talking about?
- A. Advertising business in endorsement
  - B. Public company advertisement
  - C. Well-known sports and or entertainment to advertise products
  - D. Public figure personalities in endorsement
12. Form the text, we can infer the following statements, except ...
- A. Company should make many considerations in choosing endorsement
  - B. People's behavior contributes to the product advertisement

- C. The product price determines by the people behavior
  - D. There is relation between endorsement people behavior and endorsement product
13. In what cases does endorsement can be a backfire to the advertise product or company?
- A. The product`s price increase
  - B. The endorsement person exhibited undesirable behaviors
  - C. Unexpected market condition
  - D. Product is not fulfilled the market needed
14. What does the word “he” in sentence 5 refers to?
- A. Buyer
  - B. Endorsement people
  - C. The sales marketing
  - D. Reader

**The paragraph is for question number 15 - 18**

We were sorry to learn that no representative from your company will be able to accompany our group on its first fact-finding trip to Algeria. During this trip, we plan to play the groundwork for future business activities and hope the interest you expressed earlier still held.

As we discussed at the London conference, we are planning to go on to Tunisia and Morocco after leaving Algiers. We will provide ongoing communications to your office concerning our findings. Our invitation still stands. Feel free to have someone from your company join us at any point in the trip.

15. What is the main idea of the first paragraph?
- A. The choosing of company representative
  - B. Company trip planning
  - C. Learning company representative
  - D. Apologizing for un inviting the company in the first trip

16. What is the reason for un inviting the representatives?
  - A. The company not able to send representative
  - B. There was no representative in the trip
  - C. The earlier company interest is still existed
  - D. The company program is not eligible for the trip
17. What information do you get in the second paragraph?
  - A. The London conferences
  - B. Trip to Tunisia and Morocco
  - C. Invitation plan for the company in the next trip
  - D. All answers are correct
18. What is the similar word for “representative”?
  - A. Delegate
  - B. Present
  - C. Worker
  - D. Candidate

**The paragraph is for question number 19-20**

When companies try to accommodate differences, they too often confine themselves to traditional diversity categories—gender, race, age, ethnicity, and the like. These efforts are laudable, but the executives we interviewed were after something more subtle—differences in perspectives, habits of mind, and core assumptions.

19. What is the topic of the paragraph?
  - A. Differences accommodation
  - B. Employee differences
  - C. Culture differences
  - D. None of them
20. What is not include in the executive`s differences?
  - A. Perspective differences
  - B. Habits of mind differences
  - C. Gender race and age differences
  - D. Core assumption differences

## Practice 3.2

### Text 1

Determining the success of a small business can be tricky. A business may show a good profit, **(a)** \_\_\_\_ consistently run into cash flow problems, sometimes severe ones. The idea of profit refers to a sum of money earned at a fixed (but sometimes imaginary) point in time. As a reference point for business success, it is the standard. **(b)** \_\_\_\_\_, using cash flow as a reference point gives a more dynamic picture of a business' success based on constant comparison of available cash to expenses. A business owner's understanding of own success can depend on which of these models he works from.

1. Find the conjunctions that best fill the blank!
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. What is the meaning of the conjunctions?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. What kinds of conjunctions are they?  
\_\_\_\_\_
4. What is the function of those conjunctions?  
\_\_\_\_\_
5. Find the synonym of the words in the text!
  - a. Determining \_\_\_\_\_
  - b. Consistently \_\_\_\_\_
  - c. Available \_\_\_\_\_
  - d. Expenses \_\_\_\_\_
  - e. Depend \_\_\_\_\_

### Practice 3.3

Try to fill in the blanks using the appropriate conjunction. Use commas if necessary.

1. My dad \_\_\_\_\_ I are going fishing this afternoon.
2. The old man doesn't have much money \_\_\_\_\_ he always seems to have nice things.
3. Either we are going to win \_\_\_\_\_ they are going to win.
4. I don't have much time \_\_\_\_\_ hurry up!
5. He wasn't a popular king \_\_\_\_\_ all of his country men hated him.
6. I want to get there early \_\_\_\_\_ we should leave soon.
7. It doesn't matter whether they get the job \_\_\_\_\_ not.
8. We don't like red \_\_\_\_\_ do I like blue.
9. I ran after the cat \_\_\_\_\_ could not catch her.
10. We played very well \_\_\_\_\_ we still lost the game.
11. \_\_\_\_\_ the boss \_\_\_\_\_ and staffs live in China.
12. \_\_\_\_\_ my mother \_\_\_\_\_ my father were born in this country.
13. \_\_\_\_\_ I will go to the store \_\_\_\_\_ you will.
14. \_\_\_\_\_ my car, \_\_\_\_\_ my truck needs to be repaired.
15. \_\_\_\_\_ I will come there, \_\_\_\_\_ you will come here.

## Spelling and meaning check in chapter III

<p><b>Jurisdiction:</b> /ˌdʒʊə.rɪsˈdɪk.jən/ = the authority of a court or official organization to make decisions and judgements</p> <p><b>Enterprise:</b> /ˈen.tə.praɪz/ = an organization, especially a business, or a difficult and important plan, especially one that will earn money</p> <p><b>Enrich:</b> /ɪnˈrɪtʃ/ = to improve the quality of something by adding something else or something similar to the thing that's already exist as long as it is a positive thing</p> <p><b>Inference:</b> /ˈɪn.fə.əns/ = a belief or opinion that you develop from the information that you know</p> <p><b>Resistance:</b> /rɪˈzɪs.təns/ = a force that acts to stop the progress of something or make it slower</p> <p><b>Justify:</b> /ˈdʒʌs.tɪ.fai/ = to give or to be a good reason for</p> <p><b>Evolve:</b> /ɪˈvɒlʊ, -ˈvʊlv/ = to change or develop gradually</p> <p><b>Afford:</b> /əˈfɔːd/ = to be able to buy or do something because you have enough fund/time</p> <p><b>Receivable:</b> /rɪˈsiː.vəbl/ = still to be received by the person or company to whom money is owed</p> <p><b>Payroll:</b> /ˈpeɪ.rəʊl/ = the total amount of money paid to the people employed by a particular company</p>	<p><b>Certain:</b> /ˈsɜː.tən/ = having no doubt or knowing exactly that something is true, or known to be true, correct, exact, or effective</p> <p><b>Properly:</b> /ˈprɒp.əl.i/ = in a way that is right for a particular situation; suitably</p> <p><b>Necessary:</b> /ˈnes.ə.ser.i/ = needed in order to achieve a particular result</p> <p><b>Assigned:</b> /əˈsaɪn/ = to give to someone a job or responsibility, or to decide on a person for a particular job or responsibility</p> <p><b>Subcontract:</b> /ˌsʌb.kənˈtrækt/ = to pay an outside person or organization to do work that might normally be done within an organization</p> <p><b>Substantially:</b> /səbˈstæn.jəl.i/ = to a large degree</p> <p><b>Lender:</b> /ˈlen.dər/ = someone or something that lends money, especially a large financial organization such as a bank</p> <p><b>Vendor:</b> /ˈven.dər/ = a person or company that sells goods or services</p> <p><b>Particular:</b> /pəˈtɪk.jəl.ər/ = special or single, or this and not any other</p> <p><b>Perhaps:</b> /pəˈhæps/ = maybe, possibly; used when you want to make a statement or opinion less definite</p>
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<p><b>Oversee:</b> /ˌəʊ.vəˈsi:/ = to watch or organize a job or an activity to make certain that it is being done correctly</p> <p><b>Billing:</b> /ˈbɪl.ɪŋ/ = the process of sending someone a document asking them to pay for goods or services that they have received</p> <p><b>Permit:</b> /pəˈmɪt/ = to allow something, or make something possible</p> <p><b>Warehousing:</b> /ˈweə.haʊ.zɪŋ/ = the activity of storing something in a warehouse (= a large building for storing things)</p> <p><b>Medical:</b> /ˈmed.ɪ.kəl/ = of or relating to medicine, or for the treatment of disease or injury</p> <p><b>Consultant:</b> /kənˈsʌl.tənt/ = a person who is a specialist in a particular subject and whose job is to give advice and information to businesses, government</p> <p><b>Variety:</b> /vəˈraɪ.ə.ti/ = many different types of things or people</p> <p><b>Specializing:</b> /ˈspeʃ.əl.aɪzɪŋ/ = to offer a particular product or service more than any other, usually so that you have a good reputation for this product or service</p> <p><b>Gist:</b> /dʒɪst/ = the main subject, without details, of a piece of information</p> <p><b>Evidence:</b> /ˈev.ɪ.dəns/ = anything that helps to prove that something is or is not true</p>	<p><b>Author:</b> /ˈɔːθə(r)/ = a person who writes books or the person who wrote a particular book</p> <p><b>Blockbuster:</b> /ˈblɒkbʌstə(r)/ = something very successful, especially a very successful book or film</p> <p><b>Narrow:</b> /ˈnær.əʊ/ = to become less wide or to make something less wide</p> <p><b>Subgroup:</b> /ˈsʌb.gruːp/ = a smaller group that is in some way different from the larger group to which it belongs</p> <p><b>Placement:</b> /ˈpleɪs.mənt/ = the act of placing something in a particular position, or the position of something</p> <p><b>Volunteer:</b> /ˌvɒl-ənˈtɪər/ = to do something, esp. for other people or for an organization, willingly and without being forced or paid to do it</p> <p><b>Job-shadow:</b> a practice that new employees usually do to learn from old employees <b>by</b> imitating what things old employees do and learning their skills</p> <p><b>Prestigious:</b> /preˈtɪdʒ.əs/ = very much respected and admired, usually because of being important</p> <p><b>Selection:</b> /sɪˈlek.ʃən/ = a choice or range of different types of something</p> <p><b>Further:</b> /ˈfɜː.ðər/ : comparative of far : to a greater distance or</p>
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<p><b>Beyond:</b> /bi'jɒnd/ = to be more than or not limited to something</p> <p><b>Infer:</b> /ɪn'fɜːr/ = to reach an opinion from available information or facts</p> <p><b>Tuition-free:</b> /tʃu:'ɪf.ən fri:/ = free of tuition fees; with this condition, a student doesn't need to pay any amount of money for period of time or semester</p> <p><b>Ineligible:</b> /ɪ'nel.i.dʒə.bəl/ = not allowed to do or receive something because you do not meet certain conditions</p> <p><b>Relationship:</b> /rɪ'lei.ʃən.ʃɪp/ = the way in which two things are connected</p> <p><b>Alternate:</b> /'ɒl.tə.neɪt/ = a person or thing that can take the place of another</p> <p><b>Co-worker:</b> /,kəʊ'wɜː.kər/ = a person who you work with, especially someone with a similar job or level of responsibility</p> <p><b>Accomplishment:</b> /ə'kʌm.plɪʃ.mənt/ = something that is successful, or that is achieved after a lot of work or effort</p> <p><b>Reckless:</b> /'rek.ləs/ = showing a lack of care about risks or danger, and acting without thinking about the results of your actions</p> <p><b>Summary:</b> /'sʌm.ər.i/ = a short statement of the main ideas or facts in a report, discussion, etc.</p> <p><b>Layoff:</b> /'lei.ɒf/ = an occasion when a company stops</p>	<p>degree, or at a more advanced level</p> <p><b>Register:</b> /'redʒɪstər/ = to put information, especially the name of someone or something, on an official list or record</p> <p><b>Implemented:</b> /'ɪmplɪmentɪd/ = to make something that has been officially decided start to happen or be used</p> <p><b>Usage:</b> /'juːsɪdʒ/ = the fact of something being used; how much something is used</p> <p><b>Pair:</b> /peə(r)/ = an object, consisting of two parts that are joined together and can't be used separately, for example: conjunctions</p> <p><b>Indicate:</b> /'ɪndɪkeɪt/ = to be a sign of something; to show that something is possible or likely</p> <p><b>Informative:</b> /ɪn'fɔːmətɪv/ = a thing that contains a lot of information</p> <p><b>Shift:</b> /ʃɪft/ = a change in opinion, mood, policy, etc.</p> <p><b>Clause:</b> /klaɪz/ = a group of words that includes a subject and a verb, and forms a sentence or part of a sentence</p> <p><b>Modifier:</b> /'mɒdɪfaɪə(r)/ = a word or group of words that describes a noun phrase or limits its meaning in some way</p> <p><b>Unpredictable:</b> /,ʌn.prɪ'dɪk.tə.bəl/ = tending to change suddenly and without reason or</p>
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<p>employing someone, sometimes temporarily, because the company does not have enough money or enough work</p> <p><b>Inferred</b> past simple and past participle of infer: /ɪn'fɜ:r/ = to form an opinion or guess that something is true because of the information that you have</p> <p><b>Expense</b>: /ɪk'spens/ = an amount of money needed or used to do or buy something; cost</p> <p><b>Merely</b>: /'mɪə.li/ = used to emphasize that you mean exactly what you are saying and nothing more</p> <p><b>Strictly</b>: /'strikt.li/ = completely or entirely</p> <p><b>Undermine</b>: /ˌʌn.də'maɪn/ = to make someone less confident, less powerful, or less likely to succeed, or to make something weaker, often gradually</p> <p><b>Reduction</b>: ɪ'dʌk.fən/ = the act of making something, or of something becoming, smaller in size, amount, degree, importance, etc.</p> <p><b>Eclipsed</b>: /ɪ'klɪps/ = to make another person or thing seem much less important, good, or famous</p> <p><b>Wholesome</b>: /'həʊl.səm/ = good for you, and likely to improve your life either physically, morally, or emotionally</p>	<p>warning, and therefore not able to be depended on</p> <p><b>Willing</b>: /'wɪl.ɪŋ/ = not opposed to doing something; ready or eager to do something</p> <p><b>Decisive</b>: /dɪ'saɪ.sɪv/ = strongly affecting how a situation will progress or end Glance; at first glance: /glɑ:ns/ = when first looking at something</p> <p><b>Repeatedly</b>: /rɪ'pi:tɪd.li/ = to do the same thing many times usually in the near future</p> <p><b>Detrimental</b>: /,det.rɪ'men.təl/ = causing harm or damage</p> <p><b>Downsizing</b>: /'daʊnsaɪzɪŋ/ = the act of reducing the number of people who work in a company, business, etc. in order to reduce costs</p> <p><b>Applicable</b>: /ə'plɪkəbl/ = affecting or relating to a person or thing</p> <p><b>Insecurity</b>: /,ɪn.sɪ'kjʊə.rə.ti/ = a feeling of not being fixed or safe</p> <p><b>Doubt</b>: /daʊt/ = (a feeling of) not being certain about something, especially about how good or true it is</p> <p><b>Consequence</b>: /'kɒn.sɪ.kwəns/ = a result of an action or situation, esp. (in the plural) a bad result</p> <p><b>Compound</b>: /kəm'paʊnd, 'kəm.paʊnd/ = to make something worse by increasing or adding (bad things) to it</p> <p><b>Resolve</b>: /rɪ'zɒlv/ = to solve or end a problem or difficulty by</p>
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<p><b>Scandalous:</b> /'skæn.dəl.əs/ = making people shocked and upset</p> <p><b>Reprehensible:</b> /,rep.ri'hensə.bəl/ = deserving blame; recognized as bad and unacceptable</p> <p><b>Advisable:</b> /əd'vai.zə.bəl/ = If something is advisable, it will avoid problems if you do it; very recommended to do it</p> <p><b>Retain/ing:</b> /ri'tein/ = to continue to employ people in a company or organization</p> <p><b>Exhibit:</b> /ɪg'zɪb.ɪt/ = to show something publicly especially when working or associating</p> <p><b>Discredit:</b> /dɪ'skred.ɪt/ = loss of respect for or belief in someone or something</p> <p><b>Engage:</b> /ɪn'geɪdʒ/ = to become involved, or have contact, with someone or something</p> <p><b>Associate:</b> /ə'səʊ.si.eɪt/ = to connect someone or something in your mind with someone or something else</p> <p><b>Determining:</b> /dɪh-tur-min / to conclude or ascertain, as after reasoning, observation, etc</p> <p><b>Consistently:</b> / kuhn-sis-tuhnt-lee / with no or very few exception, in a way that adheres to the same principles, course, form, etc.:</p> <p><b>Available:</b> / uh-vey-luh-buh / suitable or ready for use; of use or service; at hand:, (of a person)</p>	<p>finding the most suitable solution</p> <p><b>Embodies:</b> /ɪm'bɒd.ɪs/ = to have and show particular qualities or ideas; represent</p> <p><b>Backfire:</b> / ,bæk'faɪər/ = to have the opposite result from the one you intended of a plan that you already made</p> <p><b>Groundwork:</b> /'graʊnd.wɜ:k/ = work that is done as a preparation for work that will be done later</p> <p><b>Therefore:</b> /'ðeə.fɔ:r/ = as a result; because of that; for that reason</p> <p><b>considerations</b> /en-dawrs-muhnt/ the signature, instructions, etc., placed on the reverse of a commercial document, for the purpose of assigning the interest therein to another.</p> <p><b>Considerations:</b> / kuhn-sid-uh-rey-shuhn / something that is or is to be kept in mind in making a decision, evaluating facts, etc.:</p> <p><b>Backfire:</b> / bak-fahyuhr / to bring a result opposite to that which was planned or expected:</p> <p><b>Fulfilled:</b> / fool-fil/ to carry out, or bring to realization, as a prophecy or promise.</p> <p><b>fact-finder:</b> / Fakt - fahyn-der/ a person who searches impartially for the facts or actualities of a subject or situation, especially one appointed to conduct an</p>
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<p>free or willing to do something; not occupied:</p> <p><b>Expanses:</b> / ik-<b>spans</b> / an uninterrupted space or area; a wide extent of anything:, an uninterrupted space or area; a wide extent of anything:</p>	<p>official investigation, as in a labor-management conflict</p> <p><b>Depend:</b> / dih-<b>pend</b> / to rely; place trust (usually followed by <i>on</i> or <i>upon</i>): to be undetermined or pending:</p>
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## **CHAPTER IV**

### **BANKING**

This chapter presents information in banking. Divided into two parts, reading focuses on banking as a topic discussion and supports the material of synonym, antonym and analogy from the text, while grammar focuses on subject and verb agreement. The activities are provided to check the understanding and enrich the vocabularies related to the context.

#### **Reading**

Banks are a very important part of the economy because they provide vital services for both consumers and businesses. As financial services providers, it is the safe place to store cash. A bank is a financial institution licensed to receive deposits and make loans. Banks may also provide financial services such as wealth management, currency exchange, and safe deposit boxes. Banks provide credit opportunities for people and corporations. The bank lends the money deposit at the bank—short-term cash—to others for long-term debt such as car loans, credit cards, mortgages, and other debt vehicles. This process helps create liquidity in the market—which creates money and keeps the supply going.

The central practice of banking consists of borrowing and lending. As in other businesses, operations must be based on

capital, but banks employ comparatively little of their own capital in relation to the total volume of their transactions. Instead banks use the funds obtained through deposits and, as a precaution, maintain capital and reserve accounts to protect against losses on their loans and investments and to provide for unanticipated cash withdrawals. Genuine banks are distinguished from other kinds of financial intermediaries by the readily transferable or “spendable” nature of at least some of their liabilities (also known as IOUs), which allows those liabilities to serve as means of exchange—that is, as money.

There are several different kinds of banks including retail banks, commercial or corporate banks, and investment banks. In most countries, banks are regulated by the national government or central bank. Nowadays, bank office is easily to be found in every country in Indonesia. Other than that, every bank provides with ATM (Automatic Transferred Machine) By this condition people will be easier to do any transaction. The development of bank service rise highly as the massive invention in technology. People don't need to go to the bank office to transferred and withdraw their money. The newest invention of bank service gives the costumers easiness in transferring and withdrawing money. In addition it provides feature that allow the customers to use the transaction without cards, namely cardless transaction. This feature requires smartphone as the one and only device to access the account.

#### **Practice 4.1**

Answer the following questions based on the text!

1. How does bank is important in economic sectors?

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2. What services provided by bank?

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3. What is the second paragraph talking about?

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4. How bank provide liquidity to the market?
  5. How is the condition of Indonesia`s banking nowadays?
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### **Finding synonym and antonym**

Synonyms are words that have the same, or almost the same, meaning as another word. You can say an “easy task” or a “simple task” because easy and simple are synonyms. You can say Hong Kong is a “large city” or a “metropolis” because city and metropolis are synonyms. However, it is important to remember that not all pairs of words in the English language are so easily interchangeable. The slight but important differences in meaning between synonyms can make a big difference in your writing. For example, the words boring and insipid may have similar meanings, but the subtle differences between the two will affect the message your writing conveys. The word insipid evokes a scholarly and perhaps more pretentious message than boring.

Antonyms are words that have the opposite meaning of a given word. The study of antonyms will not only help you choose the most appropriate word as you write; it will also sharpen your overall sense of language.

### **Practice 4.2**

Match the word with the synonym in the box!

- |            |          |
|------------|----------|
| 1. Leave   | 6. Riot  |
| 2. Mad     | 7. Rude  |
| 3. Outside | 8. Talk  |
| 4. Poor    | 9. Hug   |
| 5. Quiet   | 10. Home |

A. Exterior	F. Abandon
B. Peaceful	G. Insane
C. Revolt	H. Residence
D. Conversation	I. Destitute
E. Embrace	J. Impolite

### Practice 4.3

Match the word with the antonym in the box!

- |               |                 |
|---------------|-----------------|
| 1. Absence    | 11. frequent    |
| 2. Accurate   | 12. Intentional |
| 3. Abundant   | 13. Inferior    |
| 4. Attractive | 14. Minority    |
| 5. Borrow     | 15. Deposit     |
| 6. Loss       | 16. Obedient    |
| 7. Decrease   | 17. Permanent   |
| 8. Expand     | 18. Prudent     |
| 9. Conceal    | 19. Vacant      |
| 10. Capable   | 20. Private     |

- |               |                |
|---------------|----------------|
| A. Seldom     |                |
| B. Repulsive  | K. scarce      |
| C. Incapable  | L. Superior    |
| D. Presence   | M. Contract    |
| E. Imprudent  | N. Disobedient |
| F. Increase   | O. Inaccurate  |
| G. Reveal     | P. Profit      |
| H. Withdraw   | Q. Lend        |
| I. Occupied   | R. Public      |
| J. Accidental | S. Temporary   |
|               | T. Majority    |



## Grammar

### Subject verb agreement

Proper English grammar requires agreement between subjects and verbs. Singular subjects must receive singular verbs, and plural subjects must receive plural verbs. Subject-verb agreement refers to the grammatical concept that the subject of a sentence must align with the main verb of that same sentence. In particular, singular subjects take singular verbs and plural subjects take plural verbs.

The most common verb agreement errors occur when writers lose track of the real subject of the sentence—by treating the object of a preposition as part of the subject, for instance—and choose the wrong form of the verb. By studying subject-verb agreement rules and learning how to separate the prepositional phrases from the subjects, you can consistently match subjects with their proper verbs.

1. **Singular subjects require singular verbs.** For example, in the sentence, “The train runs from Phoenix to El Paso,” “the train” is the singular subject taking on the singular verb “runs.”
2. **Plural subjects require plural verbs.** In the sentence, “The trains run all night long,” the plural “trains” necessitates the plural verb “run.”
3. **Compound subjects with the word “and” require plural verbs.** In the sentence, “Pizza and cauliflower taste great together,” “pizza” and “cauliflower” are grouped together to create a compound subject.
4. **Compound subjects with the word “or” or “nor” can take either a singular verb or a plural verb.** If the number of the subject closest to the verb is singular, use a singular verb. For example, “Either Jeff or Jane knows the answer.” If the number of the subject closest to the verb is plural, use a plural verb. For example, “Either Jeff or his sisters know the answer.”
5. **Collective nouns can be singular or plural.** Collective nouns like “team,” “company,” “city,” “state,” “government,”

“committee,” and “store” are singular nouns and thus take singular verbs. Collective nouns like “team members,” “company leaders,” and “city officials” are plural and thus take plural verbs.

6. **Indefinite pronouns are singular and take singular verbs.** The indefinite pronouns “anything,” “anywhere,” “anybody,” “anyone,” “each,” “each one,” “either,” “neither,” “everyone,” “everybody,” “nobody,” “somebody,” “someone,” and “no one” are singular. They take the singular form of verbs. For example, “Nobody likes fondue anymore.”
7. **A pair is a singular noun and takes a singular verb.** For example, “pair” is the singular subject in “That old pair of jeans has treated me well.”
8. **Plural-form subjects are often singular when presented as a title.** For example, “Physics is an essential subject.”
9. **Gerunds often function as singular nouns, and they take singular verbs.** For example, “Swimming was the sport that taught me how to win.”
10. **The phrase “one of \_\_\_\_ who”** should be treated as a plural noun and receive a plural verb \_\_\_\_. For example, “Mr. Lee is one of the teachers who coach sports after school.”
11. **“They” is a third-person pronoun that can be both singular and plural.** “They” can refer to a group of people or to one individual. Corresponding verbs should be singular or plural according to the context.

#### **Contoh soal:**

1. \_\_\_\_\_ was backed up for miles on the freeway.

- A. Yesterday
- B. In the morning
- C. Traffic
- D. Cars

Answer: A (the sentence needs subject, the agreement for predicate was is the subject yesterday, so the correct answer is A)

2. Every employee has different style in clothing.

- A. Is
- B. Have
- C. Has
- D. Will

Answer: C (subject every employee is a single subject, while the sentence need verb, the correct answer is has, C)

#### Practice 4.4

Observe the sentence, underline once for the predicate and bold the subject, then indicate whether the sentence is correct or incorrect. Number one is done for you.

1.   C   The witnesses saw that **most of the fire** in the hills was extinguished.
2.        She did not know where most of people in the room was from.
3.        All the students in the class taught by Professor Roberts is required to turn in their papers next Monday.
4.        We believe that some of the time of the employees is going to be devoted to quality control.
5.        I was sure that all of the questions on the test were correct
6.        Most of the trouble that the employees discussed at the series of meeting was resolved within a few weeks.
7.        Jhon would be studying the chapters were he able to get hold of the book.
8.        How many mistakes have the lecturer found in the student`s paper?
9.        it is nice to believe that anything is possible if a person tries hard enough.
10.        everybody participating in the fund-raiser are to turn in the tickets by 8 a.m

## SUMMARY

- A bank is a financial institution licensed to receive deposits and make loans.
- There are several types of banks including retail, commercial, and investment banks.
- Synonyms are words that have the same, or almost the same, meaning as another word.
- Antonyms are words that have the opposite meaning of another word.
- Choosing the right synonym refines your writing.
- Learning common antonyms sharpens your sense of language and expands your vocabulary
- In most countries, banks are regulated by the national government or central bank.
- Proper English grammar requires agreement between subjects and verbs
- The most common verb agreement errors occur when writers lose track of the real subject of the sentence—by treating the object of a preposition as part of the subject, for instance—and choose the wrong form of the verb.

## Exercise 4.1

Answer the questions by choosing A, B, C or D as the right answer!

This passage is for questions 1 - 10

### Type of Banks

**Retail** banks deal specifically with retail consumers, though some global financial services companies contain both retail and commercial banking divisions. These banks offer services to the general public and are also called personal or general banking institutions. Retail banks provide services such as checking and savings accounts, loan and **mortgage** services, financing for automobiles, and short-term loans such as overdraft protection. Many larger retail banks may also offer their customers credit card and foreign currency exchange services. Larger retail banks also often cater to high-net-worth individuals with specialty services such as private banking and wealth management. Examples of retail banks include TD Bank and Citibank.

Commercial or corporate banks provide specialty services to their business clients, from small business owners to large, corporate entities. Along with day-to-day business banking, these banks also provide their clients with credit services, cash management, commercial real estate services, employer services, and trade finance, among other services. JPMorgan Chase and Bank of America are two popular examples of commercial banks, though both have large retail banking divisions as well.

Investment banks focus on providing corporate clients with complex services and financial transactions such as underwriting and **assisting** with merger and acquisition (M&A) activity. As such, they are known primarily as financial intermediaries in most of these transactions. Clients commonly range from large corporations, other financial institutions, pension funds, governments, and hedge funds. Morgan Stanley and Goldman Sachs are examples of U.S. investment banks.

Unlike the banks listed above, central banks are not market-based and don't deal directly with the general public. Instead, they are primarily responsible for currency stability, controlling inflation and monetary policy, and overseeing a country's money supply. They also regulate the capital and reserve requirements of member banks. Some of the world's major central banks include the U.S. Federal Reserve Bank, the European Central Bank, the Bank of England, the Bank of Japan, the Swiss National Bank, and the People's Bank of China.

1. What type of bank that offer service to general public?
  - A. Commercial Bank
  - B. Retail Bank
  - C. Corporate Bank
  - D. Central Bank
2. In what paragraph do you find information for services to business clients, from small business owners to large and corporate entities?
  - A. Paragraph 4
  - B. Paragraph 3
  - C. Paragraph 2
  - D. Paragraph 1
3. Which paragraph discussed about bank that functions to manage the currency stability, controlling inflation and monetary policy, and overseeing a country's money supply?
  - A. Paragraph 4
  - B. Paragraph 3
  - C. Paragraph 2
  - D. Paragraph 1
4. In what paragraph do you find information about complex services and financial transactions?
  - A. Paragraph 4
  - B. Paragraph 3

- C. Paragraph 2
  - D. Paragraph 1
5. Which paragraph that discussed about service for checking and savings accounts, loan and mortgage services?
- A. Paragraph 4
  - B. Paragraph 3
  - C. Paragraph 2
  - D. Paragraph 1
6. The word “retail” in the first sentence of the passage has similar meaning to . . .
- A. Shop
  - B. Refrain
  - C. Saving
  - D. Trading
7. The word “mortgage” in the first paragraph can be best replaced by . . .
- A. Loan
  - B. Lease
  - C. Save
  - D. Fund
8. The word “controlling” has same meaning as . . .
- A. Remoting
  - B. Actuating
  - C. Managing
  - D. Evaluating
9. The “assisting” in the third paragraph has similar meaning to these following words, except . . .
- A. Assistance
  - B. Help
  - C. Support
  - D. Aiding

10. The “Supply” in the third paragraph has similar meaning to these following words, except . . .
- A. Provide
  - B. Give
  - C. Stock
  - D. Need

This passage is for questions 11 - 20

### **How Are Bank Regulated?**

U.S. banks came under intense scrutiny after the global financial crisis of 2008. The regulatory environment for banks has since tightened considerably as a result. U.S. banks are **regulated** at a state or national level. Depending on the structure, they may be regulated at both levels. State banks are regulated by a state’s department of banking or department of financial institutions. This agency is generally responsible for regulating issues such as permitted practices, how much interest a bank can charge, and auditing and inspecting banks.

National banks are regulated by the Office of the Comptroller of the Currency (OCC). OCC regulations **primarily** cover bank capital levels, asset quality, and liquidity. As noted above, banks with FDIC insurance are additionally regulated by the FDIC.

Technology and digitization have created **opportunities** for new players to emerge in banking, just as they have in nearly every other sector of the global economy. Just as they turned to streaming services and online retailers, consumers are turning to super apps, FinTechs and big tech platforms for essential financial services, such as deposits and payments.

While there is still time to counter the **competitive** threats, incumbent banks around the world should act with urgency to protect their advantages, which are under direct attack by these new providers. They must also build new business models **capable** of satisfying today’s consumer needs, and evolving and scaling to meet future needs and market developments.



11. The word “regulated” in the first paragraph has similar meaning to . . .
  - A. Arranging
  - B. Completing
  - C. Released
  - D. Organized
12. The word “Primarily” in the first paragraph has similar meaning to . . .
  - A. Substitution
  - B. Minor
  - C. Additional
  - D. Essential
13. The synonym of the word “opportunities” is . . .
  - A. Offer
  - B. Option
  - C. Chance
  - D. Change
14. The antonym of the word “competitive” is . . .
  - A. Competing
  - B. Bargain
  - C. Reasonable
  - D. Uncompetitive
15. The antonym of the word “capable” is . . .
  - A. Able
  - B. Can not
  - C. Competent
  - D. Proficient

## Questions about subject verb agreement

Text for number 16 – 20

**CENTER BANK**  
**85 Mafa Street**  
**Springdale, IL 42130**

August 1, 2022

Amanda Fritz  
178 Summer Street  
Springdale IL 42130  
Dear Ms. Fritz:

(16) . . . is to inform you that your certificate of deposit, account number 92-734-123, will mature on August 14<sup>th</sup>. The current value of your account (17) . . . \$10,191.63, with an interest rate of 2.5% until maturity.

Unless you (18) . . . us otherwise, we will automatically renew your certificate of deposit for another year at the then prevailing interest rate. The interest rate (19) . . . not yet been determined, but **you** may call our customer service office on August 14<sup>th</sup> to learn the interest rate of your account.

If you (20) . . . not to renew your certificate of deposit, you will have ten calendar days following the maturity date to withdraw your fund without penalty.

Thank you for being a Centre Bank customer.

Sincerely,

*Ivana Kovacs*

Ivana Kovacs  
Account Advisor

16. A. This  
B. That  
C. Those  
D. There
17. A. Are  
B. Is  
C. Was  
D. Were
18. A. Instruction  
B. Instructing  
C. Instructs  
D. Instruct
19. A. Had  
B. Having  
C. Has  
D. Have
20. A. Decide  
B. Decides  
C. Deciding  
D. Decided

**Text for number 21 - 24**

All new (21) . . . are required to complete a training course on the safety procedures in effect at our various sites. The course **(22)** . . . individualized and self-contained; consequently, you may take the course at any time. The Learning Resources Centre is located next to the cafeteria and is open from 7 A.M. to 9 A.M. The training course **(23)** . . . the use of a computer and interactive CD-ROMs. You will be able to **(24)** . . . at your own pace with training material. A printout at the end of the training session will provide you with the results.

- 21. A. Employing  
B. Employed  
C. Employee  
D. Employees
- 22. A. Is  
B. Had  
C. Are  
D. will
- 23. A. Combining  
B. Combines  
C. Combine  
D. Combined
- 24. A. Learning  
B. Learn  
C. Learns  
D. Learned

**Text for number 25 - 30**

The New York Baseball Club, an investor group led by the computer chip executive Henry B. Lawson, **(25)** . . . the New York Baseball Stadium Authority well over \$500,000 last week in return for a one-year extension of its exclusive status with the state agency. This would mean that the only one able to negotiate a lease for a stadium facility would be Lawson's New York Baseball Club.

Lawson **(26)** . . . to buy a major league baseball team that would **(27)** . . . in a 50,000-seat stadium to be built by the state. He would **(28)** . . . the major league team by either winning an expansion franchise or by moving an existing team to New York.

The agreement, approved by the authority last week, would give Lawson's group the right to **(29)** . . . extensions for as many as five years, in return for additional payments that would total

\$4.1 million over that period. The investor group would receive over half the payments if a stadium is **(30)** . . .

- 25. A. Pay  
B. Pays  
C. Paying  
D. Paid
- 26. A. Hopes  
B. Hoped  
C. Hopping  
D. Hopless
- 27. A. Playing  
B. Plays  
C. Play  
D. Played
- 28. A. Getting  
B. Got  
C. Gets  
D. Get
- 29. A. Receives  
B. Receive  
C. Receiving  
D. Received
- 30. A. Build  
B. Built  
C. Builds  
D. Building

Spelling and meaning check in chapter IV

<p><b>Absence:</b> / <i>ab-suhns</i> / state of being away or not being present:</p> <p><b>Frequent:</b> / <i>free-kwuhnt</i> / happening or occurring at short intervals:</p> <p><b>Accurate:</b> / <i>ak-yer-it</i> / free from error or defect; consistent with a standard, rule, or model; precise; exact.</p> <p><b>Intentional</b> :/ <i>in-ten-shuh-nl</i> / done with intention or on purpose; intended:an intentional insult.</p> <p><b>Abundant:</b>/ <i>uh-buhn-duhnt</i>/ present in great quantity; more than adequate; oversufficient:an abundant supply of water.</p> <p><b>Inferior</b> :/ <i>in-feer-ee-er</i> / lower in station, rank, degree, or grade (often followed by to):a rank inferior to colonel.</p> <p><b>Attractive:</b>/ <i>uh-trak-tiv</i> / providing pleasure or delight, especially in appearance or manner; pleasing; charming; alluring:an attractive personality</p> <p><b>Minority</b> :/ <i>mahy-nawr-i-tee,i</i> / the smaller part or number; a number, part, or amount forming less than half of the whole.</p> <p><b>Borrow</b> :/ <i>bor-oh, bawr-oh</i> / to take or obtain with the promise to return the same or an equivalent:Our neighbor borrowed my lawn mower.</p>	<p><b>Seldom:</b>/ <i>sel-duhm</i> / on only a few occasions; rarely; infrequently; not often:We seldom see our old neighbors anymore.</p> <p><b>Repulsive:</b>/ <i>ri-puhl-siv</i>/ causing repugnance or aversion:a repulsive mask.</p> <p><b>scarce</b> :/ <i>skairs</i> / insufficient to satisfy the need or demand; not abundant:Meat and butter were scarce during the war.</p> <p><b>Incapable:</b>/ <i>in-key-puh-buhl</i> / not capable.</p> <p><b>Superior:</b>/ <i>suh-peer-ee-er, soo-</i> / higher in station, rank, degree, importance, etc.:a superior officer.</p> <p><b>Presence:</b>/ <i>prez-uhns</i> / the state or fact of being present, as with others or in a place.</p> <p><b>Contract:</b>/ <i>kuhn-trakt</i> / an agreement between two or more parties for the doing or not doing of something specified.</p> <p><b>Imprudent:</b>/ <i>im-prood-nt</i> / not prudent; lacking discretion; incautious; rash.</p> <p><b>Disobedient:</b>/ <i>dis-uh-bee-dee-uhnt</i> / neglecting or refusing to obey; not submitting; refractory.</p> <p><b>Increase:</b>/ <i>in-krees</i> / to make greater, as in number, size, strength, or quality; augment; add to:to increase taxes.</p>
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<p><b>Deposit</b> :/ <i>dih-poz-it</i> / to place for safekeeping or in trust, especially in a bank account:He deposited his paycheck every Friday.</p> <p><b>Loss</b> :/ <i>laws, los</i> / detriment, disadvantage, or deprivation from failure to keep, have, or get: to bear the loss of a robbery.</p> <p><b>Obedient</b> :/ <i>oh-bee-dee-uhnt</i> / obeying or willing to obey; complying with or submissive to authority:an obedient son.</p> <p><b>Decrease</b>:/ <i>noun dee-krees</i> / to diminish or lessen in extent, quantity, strength, power, etc.:During the ten-day march across the desert their supply of water decreased rapidly.</p> <p><b>Permanent</b> : / <i>pur-muh-nuhnt</i> / existing perpetually; everlasting, especially without significant change.</p> <p><b>Expand</b>:/ <i>ik-spand</i> / to increase in extent, size, volume, scope, etc.:Heat expands most metals. He hopes to expand his company.</p> <p><b>Prudent</b>:/ <i>prood-nt</i> / wise or judicious in practical affairs; discreet or circumspect; sagacious; sober.</p> <p><b>Conceal</b>:/ <i>kuhn-seel</i> / to hide; withdraw or remove from observation; cover or keep from sight:He concealed the gun under his coat.</p>	<p><b>Inaccurate</b>:/ <i>in-ak-yer-it</i>/ not accurate; incorrect or untrue.</p> <p><b>Reveal</b> :/ <i>ri-veel</i> / to make known; disclose; divulge:to reveal a secret.</p> <p><b>Profit</b>:/ <i>prof-it</i>/ gain resulting from the employment of capital in any transaction.Compare gross profit, net profit. the ratio of such pecuniary gain to the amount of capital invested. returns, proceeds, or revenue, as from property or investments.</p> <p><b>Lend</b> :/ <i>lend</i> / to grant the use of (something) on condition that it or its equivalent will be returned.</p> <p><b>Occupied</b>:/ <i>ok-yuh-pahyd</i> / lived in:Now that he is no longer a member of the legislature, he and his family must move out of the occupied premises within 30 days.</p> <p><b>Public</b> :/ <i>puhb-lik</i> / of, relating to, or affecting a population or a community as a whole:public funds; a public nuisance.</p> <p><b>Accidental</b>:/ <i>ak-si-den-tl</i> / happening by chance or accident; not planned; unexpected:an accidental meeting.</p> <p><b>Temporary</b>:/ <i>tem-puh-rer-ee</i> / lasting, existing, serving, or effective for a time only; not permanent:a temporary need;a temporary job.</p> <p><b>Majority</b>:/ <i>muh-jawr-i-tee</i> / the greater part or number;</p>
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<p><b>Vacant</b> :/ <i>vey-kuhnt</i> / having no contents; empty; void:a vacant niche.</p> <p><b>Capable</b>:/ <i>key-puh-buhl</i> / having power and ability; efficient; competent:a capable instructor.</p> <p><b>Private</b> :/ <i>prahy-vit</i> / belonging to some particular person:private property.</p> <p><b>Licensed</b>:/ <i>lahy-suhns</i> / formal permission from a governmental or other constituted authority to do something, as to carry on some business or profession.</p> <p><b>Mortgage</b>:/ <i>mawr-gij</i> / a conveyance of an interest in real property as security for the repayment of money borrowed to buy the property; a lien or claim on property such that the lender can take possession if the loan is not repaid.</p> <p><b>Liquidity</b>:/ <i>li-kwid-i-tee</i> / a liquid state or quality.</p> <p><b>Precaution</b>:/ <i>pri-kaw-shuhn</i> / a measure taken in advance to avert possible evil or to secure good results.</p> <p><b>Genuine</b>:/ <i>jen-yoo-in</i> / possessing the claimed or attributed character, quality, or origin; not counterfeit; authentic; real:genuine sympathy;a genuine antique.</p> <p><b>Least</b>:/ <i>leest</i> / smallest in size, amount, degree, etc.; slightest:He gave the least amount of money of anyone.</p>	<p>the number larger than half the total (opposed to minority):the majority of the population.</p> <p><b>Intermediaries</b>:/ <i>in-ter-mee-dee-er-ee</i> / an intermediate agent or agency; a go-between or mediator.</p> <p><b>Insipid</b>:/ <i>in-sip-id</i> / without distinctive, interesting, or stimulating qualities; vapid:an insipid personality.</p> <p><b>Revolt</b>:/ <i>ri-vohlt</i> / to break away from or rise against constituted authority, as by open rebellion; cast off allegiance or subjection to those in authority; rebel; mutiny:to revolt against the present government.</p> <p><b>Insane</b> :/ <i>in-seyn</i> / (not in technical use as a medical diagnosis) not sane; not of sound mind; mentally deranged.</p> <p><b>Destitute</b>:/ <i>des-ti-toot</i> / without means of subsistence; lacking food, clothing, and shelter.</p> <p><b>Retail</b>:/ <i>ree-teyl</i> / the sale of goods to ultimate consumers, usually in small quantities (opposed to wholesale).</p> <p><b>Monetary</b>:/ <i>mon-i-ter-ee</i> / of or relating to the coinage or currency of a country.</p> <p><b>Tight</b>:/ <i>tahyt</i> / firmly or closely fixed in place; not easily moved; secure:a tight knot.</p> <p><b>Emerge</b>:/ <i>ih-murj</i> / to come forth into view or notice, as from</p>
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<p><b>Liabilities:</b> / ,laɪəˈbɪlɪtɪz / accounting business obligations incurred but not discharged and entered as claims on the assets shown on the balance sheet Compare assets (def. 1)</p> <p><b>Massive:</b> / mas-iv / consisting of or forming a large mass; bulky and heavy:massive columns.</p> <p><b>Withdrawing:</b> / with-draw, with-/ to draw back, away, or aside; take back; remove:She withdrew her hand from his. He withdrew his savings from the bank.</p>	<p>concealment or obscurity:a ghost emerging from the grave; a ship emerging from the fog.</p> <p><b>Maturity:</b> / muh-choor-i-tee / the state of being mature; ripeness:The fruit will reach maturity in a few days.</p> <p><b>Penalty:</b> / pen-l-tee / a punishment imposed or incurred for a violation of law or rule.</p>
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## CHAPTER V

### FINANCIAL RATIO

This chapter presents two points, first is Reading and second is grammar. Reading discusses passage about financial ratio. This material provides knowledge and some vocabularies related to the context. In addition, grammar presents degree comparison and its exercises. This material is essential in English grammar and understanding financial ratio.

#### Reading

#### Types of Financial Ratio

##### A. Types of financial ratio

Financial ratio express the relationship between two or more items on financial statements, they allow investors and creditors to compare company's present situation and performance with its past performance, and with other companies. Ratios measure

- **Liquidity** : How easily a company can turn some of its assets into cash
- **Solvency** : whether company has enough cash to pay short-term debts, or whether it could go bankrupt- have its assets sold to repay creditors
- **Efficiency** : how well a company use its resources

## B. Liquidity and solvency ratios

this is the current ratio, which is a calculation of current assets divided by current liabilities. It measure liquidity and shows how much of company's assets will have to be convert into cash in the next year to pay debts. The higher the ratio, the more chance creditors have being paid. For exmple, if MacKenzie has current assets of \$23.244.000 and currents liabilities of \$15.197.000, its currrents ratio is 1,53 which is acceptable. It is often argued that the current ratio of a healty company should be closer to 2.0 than 1.0 meaning that it has nearly twice as many assets as liabilities.

Suppliers granting short -term credit to a company prefer the current ratio to be high because this reduces their risk. Yet share holders usually prefer it to be low,because this means that the company has invested its assets for the future. This is the quick ratio or acid test,which is a calculation of **liquid assets** divided by current liabiities. It measures short-term solvency. Liquid assets are current assets minus stock or inventory, as these might be difficult to sell.Mackenzie inc's quick ratio is 1.15

## C. Earnings and dividends

Shareholders are interested in ratios relating to a company's share price,earnings, and dividend payments.

This is **earning pcr share** (EPS) . It tell inventors how much of company's profit belongs to each share.if a company makes a post-tax profit of €1.5million, and it has issued 2 million shares,  $EPS = \frac{€1.5\text{million}}{2\text{ million}} = €0.75$ . This is **price/earnings** ratio or **P/E** ratio. It shows how expensive the share is. if a company has EPS of €0.75 and the share is selling for €9.00, the P/E ratio is 12( $\frac{€9}{€0.75}$  per share divided by €0.75 earning per share=12P/E).a high P/E ratio shows that investors are prepared to pay a high multiple of the earning for a share, because they expect it to do well in the future.

This is **dividend cover** or **times dividend covered**, which shows how many times the company's total annual dividends could have been paid out of its available annual earnings. If a company has EPS of 75 cents and it pays out a dividend of 30 cent, the dividend cover is  $75 / 30 = 2.5$ . A high dividend cover shows that the company has a lot of money, but that it is not being very generous to its share holders. A ratio of 2.0 or higher is generally considered safe (it means that the company can easily afford the dividend), but anything below 1.5 is risky. A low dividend cover -below 1.0- means the company is paying out retained surpluses from previous years.

D. Profitability

There are various profitability ratios that allow investors to compare a company's profit with its sales, its assets or its capital. Financial analysts usually include them in their reports on companies. Gross **profit margin** is the money a company has left after it pays for the cost of the goods or services it has sold. A company with a higher gross profit margin than competitors in its industry is more efficient, and should be able to make a profit in the future. Return **on asset** measures how efficiently the firm's assets are being used to generate profits. Return **on equity (ROE)** shows how big a company's profit is (after interest and tax) compared with the shareholder's equity or funds.

E. Leverage

This is gearing or leverage, often expressed as a percentage. It shows how far a company is funded by loans rather than its own capital. A highly geared or highly leveraged company is one that has a lot of debt compared to equity.

This is interest cover or times interest earned. It is compared a business annual interest payment with its earnings before interest and tax, and shows how easily the company

can pay long term debt cost. A low interest cover (e.g. below 1.0) shows that a business is having difficulties generating the cash necessary for its interest payments.

### Practice 5.1

**Match the two part of the sentences . Look at the option below to help you**

1. After borrowing millions to finance the takeover of a rival from, the company's.
  2. Although sales fell 5%, the company's
  3. Like profit growth, return on equity is a measure of
  4. With just 24% gearing, the company can afford
- 
- a. Gross profit margin rose 9% from year ago, so senior management isn't worried.
  - b. How good company is at making money.
  - c. Interest cover is the lowest it has ever been.
  - d. To acquire its rival, which would help to increase its ready growth.

## Grammar

### Degree Comparison

In English grammar, words used to describe and give more information about the nouns in a particular sentence or context are called adjectives. Sometimes, there might be more than one noun that possesses the same quality as another one or sometimes, even better than one or more of the other nouns involved. In order to compare similar qualities, we can make use of degrees of comparison. This point presents definition of degrees of comparison, the different degrees of comparison, how they can be used and the rules to be followed when using them along with examples that you can refer to.

A degree of comparison is a form of adjective that is used to compare a person or thing possessing the same quality with another. It is related to the adjective or adverb in a sentence. There are three kinds of comparison, namely positive degree, comparative degree, and superlative degree. . In other words, it can be said that one can use the degree of comparison to make a comparison between nouns having comparable quality or qualities.

### Positive Degree

The positive degree of comparison is basically the original form of the adjective. This degree does not allow you to make any comparison. It only gives the audience the information about a particular quality possessed by a noun.

Forms of Positive Degree	Example
As ..... as	<ul style="list-style-type: none"> <li>- Can you send me the money <b>as soon as</b> possible, please ?</li> <li>- Their house is about three times <b>as big as</b> ours.</li> </ul>
The same as –	Ann’s salary is <b>the same as</b> mine
Be similar to	The new released product <b>is similar to</b> the previous one

### Comparative Degree

The comparative degree of comparison is used to compare between two nouns that have the same quality or the particular quality of a noun at two different times. It shows which one of the two has the greater or lesser degree of the particular quality being referred to.

Rules	Word Example	Sentence example
Adjective or adverb with one syllable followed by ...+er + than	Fast – Faster Clean – cleaner	The new computer is <b>faster than</b> the old one
Adjective or adverb with more than one syllable followed by more + ... + than	Expensive – more expensive	Famous brands are <b>more expensive than</b> the less one

### Superlative Degree

The superlative degree of comparison is the highest degree of comparison. It is used to compare the similar qualities shared by more than two nouns. It shows which of these nouns being compared has the greatest or least degree of the mentioned quality or qualities.

Rules	Word Example	Sentence example
Adjective or adverb with one syllable followed by the....+est	Fast – Fastest	The new computer is <b>the fastest</b>
Adjective or adverb with more than one syllable followed by the most + ...	Expensive – the most expensive	Famous brands are <b>the most expensive</b>

This table provides additional example of positive, comparative and superlative which give better understanding to degree comparison



Positive Degree of Comparison	Comparative Degree of Comparison	Superlative Degree of Comparison
The food here is <b>as good as</b> the other restaurants in the city.	The food here is <b>better than</b> the other restaurants in the city.	The food here is <b>the best</b> of all the restaurants in the city.
He is <b>smart</b> .	He is <b>smarter than</b> Geetha.	He is <b>the smartest</b> .
This book is <b>interesting</b> .	This book is <b>more interesting than</b> the other books I have read.	This book is <b>the most interesting</b> book I have read.
Rinita has a <b>big</b> house.	Rinita has a <b>bigger</b> house <b>than</b> Seena.	Rinita has <b>the biggest</b> house.
The dresses in this boutique are <b>expensive</b> .	The dresses in this boutique are <b>more expensive than</b> the boutiques in the city.	The dresses in this boutique are <b>the most expensive</b> .
The weather today is <b>bad</b> .	The weather today is <b>worse than</b> yesterday.	The weather today is <b>the worst</b> .

In understanding degree comparison, there are several rules that must be concern. The rule is implemented in the use of adding -er and -est in adjective and adverb

Rules	Example		
	Positive	Comparative	Superlative
Doubling the final consonant of a mono syllabic adjective and adding '-er' and '-est'	Thin Big Hot	Thinner Bigger Hotter	Thinnest Biggest Hottest

Rules	Example		
	Positive	Comparative	Superlative
Adding ‘-er’ and ‘-est’ to monosyllabic adjectives in which the last consonant is preceded by another consonant or two vowels	Bright Short Weak	Brighter Shorter Weaker	Brightest Shortest Weakest
Adding ‘-r’ and ‘-st’ to adjectives ending in ‘e’.	Brave Large Dense	Braver Larger Denser	Bravest Largest Densest
Adding ‘-ier’ and ‘-iest’ to adjectives ending in ‘y’.	Easy Funny Busy	Easier Funnier Busier	Easiest Funniest Busiest
Adding ‘more’ and ‘most’ to polysyllabic adjectives.	Comfortable Attractive Elegant	More comfortable More attractive More elegant	Most comfortable Most attractive Most elegant
Irregular adjectives	Good Bad Far Late Much Little Many Old	Better Worse Further/ farther Later/ latter More Less More Elder/older	Best Worst Furthest/ farther Latest/last Most Least Most Eldest/oldest

Sentence example of the rule in degree comparison

1. The main building **is bigger than** the office.
2. The first contract is shorter than the previous one.
3. These maths problems are **easy**.
4. **The most recent** product was excellent.
5. This rate sales rate **is higher than** last year

## Practice 5.2

**Fill the blank by continue the sentence. Number one is done as the example!**

1. I'am 26. You're 24, So, I am older than you
2. Eka is a very good swimmer. I'am not a very good swimmer.  
So . . .
3. I'm 168 cm tall. Tine is 166 cm tall. So . . .
4. I start work at 8 o'clock. Eben starts work at 8.30. So . . .
5. I haven't got much money. Eben,Eka,and Tine've got a lot of money. So . . .
6. Joshua is a very good diver, I'm not a very good drive. So . . .
7. I'm not a very good dancer. Jonas is a good dancer. So . . .
8. I'm intelligent. She is also intelligent. So . . .
9. I speak French very well. My father doesn't speak French very well. So . . .
10. I don't go to the cinema very much, Henry go to the cinema a lot. So . . .

## Exercise 5.1

Choose option A, B, C or D as the best answer related to passage in this chapter!

1. How well a company use its resources, is called . . .
  - A. Eviciancy
  - B. Liquidity
  - C. Solvency
  - D. Liability

2. Whether a company has enough cash to pay short-term debts, or whether it could go bankrupt—have its assets sold to repay creditors, is measured by . . .
  - A. Eviciancy
  - B. Liquidity
  - C. Solvency
  - D. Liability
  
3. How easily a company can turn some of its assets into cash, is called . . .
  - A. Eviciancy
  - B. Liquidity
  - C. Solvency
  - D. Liability
  
4. What kind of ratio that express the relationship between two or more items on financial statements?
  - A. Liquidity
  - B. Financial ratio
  - C. solvency ratio
  - D. Earning and deident
  
5. What kind or ratio that relates to a company's share price, earnings, and dividend payments?
  - A. Liquidity and Solvency
  - B. Earning and deident
  - C. Financial ratio
  - D. Current ratio
  
6. They allow investors and creditors to compare a company's present situation and performance with its past performance, and with other company, is the characteristics of . . .
  - A. Financial Ratio
  - B. Liquidity and Solvency
  - C. Earning and deident
  - D. Current ratio

7. What ratio that measure liquidity and the company`s assest?
  - A. Financial Ratio
  - B. Curent ratio
  - C. Liquidity and Solvency
  - D. Earning and devident
8. What kind of earning that tell inventors how much of company`s profit belongs to each share?
  - A. ESP
  - B. ROE
  - C. Solvency
  - D. EPS
9. The money a company has left after it pays for the cost of the goods or services it has sold is called . . .
  - A. Return on asset
  - B. Gross profit margin
  - C. Return on equity
  - D. Shareholder`s equity
10. Measuring how efficiently the firm`s assets are being used to generate profits is a . .
  - A. Return on asset
  - B. Gross profit margin
  - C. Return on equity
  - D. Shareholder`s equity
11. It shows how big a company`s profit is (after interest and tax) compared with the shareholder`s equity or funds, is the . . .
  - A. Return on asset
  - B. Gross profit margin
  - C. Shareholder`s equity
  - D. Return on equity

12. It shows how far a company is funded by loans rather than its own capital, is the . . .
- A. Return on asset
  - B. Gearing or leverage
  - C. Shareholder's equity
  - D. Return on equity
13. . . . shows that a business is having difficulties generating the cash necessary for its interest payments.
- A. Leverage
  - B. High interest cover
  - C. Low interest cover
  - D. Return on asset
14. Return on equity is also called as . . .
- A. GPM
  - B. REO
  - C. ROA
  - D. EBIT
15. A company with a higher gross profit margin than competitors in its industry is more efficient should be able to . . .
- A. Make a profit in the future.
  - B. Get some employee
  - C. Hire in high salary
  - D. Compete with other company
16. Stopping bad habit is not as . . .
- A. Easy like it seems
  - B. Easy than it seems
  - C. Easy as it seems
  - D. Easy of it seems
17. The land expedition can be . . . than expected, when some problems occur in the street.
- A. Easier
  - B. Faster

- C. Shorter
  - D. Longer
18. The ratio rate for this year is as . . . . last year.
- A. High as
  - B. Higher as
  - C. Highest as
  - D. Same high as
19. Inflation can be manage by controlling the prices of good in the market. It supposed not too . . . . . than the market price.
- A. Much expensive
  - B. Most expensive
  - C. As expensive
  - D. More expensive
20. Most people become extremely successful not only because they are smart, but also they work . . . than others.
- A. Hard
  - B. Hardest
  - C. Harder
  - D. More hard
21. Domestic products are sold in . . . price . . . import product.
- A. Lower, than
  - B. Lowets, than
  - C. The, low
  - D. The, lowest
22. Bank interest after the pandemic is promoted lower . . . .before the pandemic.
- A. From
  - B. By
  - C. That
  - D. Than

23. The cost of producing an item must be . . . than the selling price of the item
- A. Least
  - B. Lest
  - C. Less
  - D. Low
24. In order to improve the welfare of employees, every company should pay more attention to incentives for working overtime for them
- A. More attention
  - B. Most attention
  - C. Less attention
  - D. Attention
25. The bigger the company, the more prosperous the employees
- A. Prosperous
  - B. Most prosperous
  - C. Less prosperous
  - D. More prosperous
26. This year's sales profit figure is the most amazing among the year
- A. Least
  - B. The most
  - C. Most
  - D. Less
27. Managing bussiness on pandemic era is . . . . . than before pandemic.
- A. Most interesting
  - B. Hardest
  - C. More challenging
  - D. Easiest



28. The financial report must be prepared . . . transparently in the company
- A. More
  - B. The
  - C. For
  - D. Most
29. The company meeting will be held early because there is a visit from the central manager.
- A. earlier
  - B. Early
  - C. Now
  - D. More
30. A product will be . . . difficult to compete when it can't adapt to the trend.
- A. More
  - B. Most
  - C. The
  - D. Than

### Practice 5.3

**Do the following crossword,**

**Look at the passage in financial ratio to help you**

#### **Across**

- 3. Small companies often try to get bank loans when they need to \_\_\_\_ money.(6)
- 5. we dont have sufficient \_\_\_\_ to build a completely new factory.(5)
- 7. and 6 down Details of company's liabilities are shown on the \_\_\_\_ (7,5)
- 8. we're going to raise more money by selling new share to our existing \_\_\_\_ (12)
- 12. we had to raise €50.000 \_\_\_\_ in order to start the

bussiness.(7)

13. we're going to pay back some of the people who lent us money and reduce our \_\_\_\_\_.(4)
14. I decided to buy a \$10.000 \_\_\_\_\_ instead of share,as it's probably safer.(4)
16. Another term for profit is net \_\_\_\_\_.(6)
18. I think this a good investment : it pays 8% \_\_\_\_\_.(8)
20. When they saw our financial statements ,the bank refused to \_\_\_\_\_ us any more money.(4)
21. Pofit is the difference between revenue and \_\_\_\_\_.(8)

### Down

1. the profit and \_\_\_\_\_ account shows if a company is receiving more money than it's spending.(4)
2. if you dont like taking risks,you should only \_\_\_\_\_ in very succesfull companies.(6)
4. A company's retained earnings belongs to its \_\_\_\_\_.(6)
6. see 7 across
9. Anything a company uses to product goods or services is an \_\_\_\_\_.(5)
10. The company made such a big profit ,I expected a higher \_\_\_\_\_.(8)
11. we sold alot more last year,so our \_\_\_\_\_ went up.(7)
15. we \_\_\_\_\_ our suppliers \$100.000 for goods bought on credit.(3)
17. Every One who buys a share \_\_\_\_\_ part of the company.(4)
19. Thirty percent of our profits goes straight to the goverment in \_\_\_\_\_.(3)



Spelling and Grammar check in chapter IV

<p><b>Profitability:</b> /<i>prof-i-tuh-buhl</i> / yielding profit; remunerative: a profitable deal.</p> <p><b>Firm:</b> /<i>furm</i> /not soft or yielding when pressed; comparatively solid, hard, stiff, or rigid: firm ground; firm texture.</p> <p><b>Leverage:</b> /<i>lev-er-ij</i>/ the action of a lever, a rigid bar that pivots about one point and that is used to move an object at a second point by a force applied at a third.</p> <p><b>Equity:</b> /<i>ek-wi-tee</i>/the quality of being fair or impartial; fairness; impartiality: the equity of Solomon.</p> <p><b>Particular:</b> /<i>per-tik-yuh-ler</i> / of or relating to a single or specific person, thing, group, class, occasion, etc., rather than to others or all; special rather than general: one’s particular interests in books.</p> <p><b>Tax:</b> /<i>taks</i> / a sum of money demanded by a government for its support or for specific facilities or services, levied upon incomes, property, sales, etc.</p> <p><b>Syllable:</b> /<i>sil-uh-buhl</i> / an uninterrupted segment of speech consisting of a vowel sound, a diphthong, or a syllabic consonant, with or without “should” are English words of</p>	<p><b>Ratio:</b> /<i>rey-shoh</i> / the relation between two similar magnitudes with respect to the number of times the first contains the second: the ratio of 5 to 2, written 5:2 or 5/2.</p> <p><b>Bankrupt:</b> /<i>bangk-ruhpt</i> / Law. a person who upon his or her own petition or that of his or her creditors is adjudged insolvent by a court and whose property is administered for and divided among his or her creditors under a bankruptcy law.</p> <p><b>Liquidity:</b> /<i>li-kwid-i-tee</i>/ a liquid state or quality.</p> <p><b>Solvency:</b> /<i>sol-vuhn-see</i> / solvent condition; ability to pay all just debts.</p> <p><b>Efficiency:</b> /<i>ih-fish-uhn-see</i> / the state or quality of being efficient, or able to accomplish something with the least waste of time and effort; competency in performance.</p> <p><b>Liabilities:</b> /<i>laɪəˈbɪlɪtɪz</i> / accounting business obligations incurred but not discharged and entered as claims on the assets shown on the balance sheet Compare assets (def. 1)</p> <p><b>Shareholders:</b> /<i>shair-hohl-der</i> / a holder or owner of shares, especially in a company or corporation.</p> <p><b>Dividend:</b> /<i>div-i-dend</i> / Mathematics. a number that is to be divided by a divisor.</p>
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<p>one syllable. “Eyelet,” “stifle,” “enact,” and “shouldn’t” are two-syllable words.</p> <p><b>Preceded:</b> / <i>pri-see-did</i> / simple past tense and past participle of precede.</p> <p><b>Takeover:</b> / <i>teyk-oh-ver</i> / he act of seizing, appropriating, or arrogating authority, control, management, etc.</p> <p><b>Profit:</b> / <i>prof-it</i> / Often profits. pecuniary gain resulting from the employment of capital in any transaction. Compare gross profit, net profit. the ratio of such pecuniary gain to the amount of capital invested. returns, proceeds, or revenue, as from property or investments.</p> <p><b>Growth:</b> / <i>groth</i> / the act or process, or a manner of growing; development; gradual increase.</p> <p><b>Risks:</b> / <i>risk</i> / exposure to the chance of injury or loss; a hazard or dangerous chance: It’s not worth the risk.</p> <p><b>Straight:</b> / <i>streyt</i> / without a bend, angle, or curve; not curved; direct: a straight path.</p> <p><b>Takeover:</b> / <i>teyk-oh-ver</i> / the act of seizing, appropriating, or arrogating authority, control, management, etc.</p> <p><b>Earned:</b> / <i>urn</i> / to gain or get in return for one’s labor or service: to earn one’s living.</p>	<p><b>Afford:</b> / <i>uh-fawrd</i> / to be able to do, manage, or bear without serious consequence or adverse effect: The country can’t afford another drought.</p> <p><b>Retained:</b> / <i>ri-teynd</i> / not lost, destroyed, released, sold, or given away; kept: The vendor overvalued both the sold 1,790 acres and the retained 566 acres of Green Meadows.</p> <p><b>Loan:</b> / <i>lohn</i> / the act of lending; a grant of the temporary use of something: the loan of a book.</p> <p><b>Revenue:</b> / <i>rev-uhn-yoo</i> / the income of a government from taxation, excise duties, customs, or other sources, appropriated to the payment of the public expenses.</p> <p><b>Measure:</b> / <i>mezher</i> / a unit or standard of measurement: weights and measures.</p> <p><b>Gearing:</b> / <i>geer-ing</i> / an assembly of parts, especially a train of gears, for transmitting and modifying motion and torque in a machine.</p> <p><b>Annual:</b> / <i>an-yoo-uhl</i> / of, for, or pertaining to a year; yearly: annual salary.</p> <p><b>Afford:</b> / <i>uh-fawrd</i> / to be able to do, manage, or bear without serious consequence or adverse effect: The country can’t afford another drought.</p>
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## **CHAPTER VI MARKET**

This chapter divided into two parts, first is reading that presents discussion about market, kinds of market and its practice. Second is grammar that presents about passive voice.

### **Reading**

#### **1. Kinds of Market**

In market economies, there are a variety of different market systems that exist, depending on the industry and the companies within that industry. It is important for small business owners to understand what type of market system they are operating in when making pricing and production decisions, or when determining whether to enter or leave a particular industry. There are five major market system types are Perfect Competition, Monopoly, Oligopoly, Monopolistic Competition and Monopsony.

#### **Perfect Competition with Infinite Buyers and Sellers**

Perfect competition is a market system characterized by many different buyers and sellers. In the classic theoretical definition of perfect competition, there are an infinite number of buyers and sellers. With so many market players, it is impossible for any one participant to alter the prevailing price in the market. If they attempt to do so, buyers and sellers have infinite alternatives to pursue

### **Monopoly with One Producer**

A monopoly is the exact opposite form of market system as perfect competition. In a pure monopoly, there is only one producer of a particular good or service, and generally no reasonable substitute. In such a market system, the monopolist is able to charge whatever price they wish due to the absence of competition, but their overall revenue will be limited by the ability or willingness of customers to pay their price

### **Oligopoly with a Handful of Producers**

An oligopoly is similar in many ways to a monopoly. The primary difference is that rather than having only one producer of a good or service, there are a handful of producers, or at least a handful of producers that make up a dominant majority of the production in the market system. While oligopolists do not have the same pricing power as monopolists, it is possible, without diligent government regulation, that oligopolists will collude with one another to set prices in the same way a monopolist would.

### **Monopolistic Competition with Numerous Competitors**

Monopolistic competition is a type of market system combining elements of a monopoly and perfect competition. Like a perfectly competitive market system, there are numerous competitors in the market. The difference is that each competitor is sufficiently differentiated from the others that some can charge greater prices than a perfectly competitive firm.

An example of monopolistic competition is the market for music. While there are many artists, each artist is different and is not perfectly substitutable with another artist.

### **Monopsony with One Buyer**

Market systems are not only differentiated according to the number of suppliers in the market. They may also be differentiated according to the number of buyers. Whereas a perfectly



competitive market theoretically has an infinite number of buyers and sellers, a monopsony has only one buyer for a particular good or service, giving that buyer significant power in determining the price of the products produced.

### Practice 5.1

1. How many kinds of market are described in the text?  
\_\_\_\_\_
2. What is the characteristics of perfect competition market?  
\_\_\_\_\_
3. What is the characteristics of monopoly market?  
\_\_\_\_\_
4. What is the characteristic of oligopoly market?  
\_\_\_\_\_
5. What is the characteristics of monopsony market?  
\_\_\_\_\_

### 2. Reading for specific information

Reading for specific information involves understanding what information, or what kind of information, you're looking for, locating it and then reading the relevant part carefully to get a full and detailed understanding. Sometimes, reading for specific information also involves reading to see if information is contained in a text. There are several sample questions in reading for specific information.

- a. What conclusion can be drawn from the final sentence of the paragraph?
  - A You might need to determine that the text is factually incorrect.
  - You might have to determine that the text lacks certain information.
  - You might not be able to determine whether the information is there.

- b. What is suggested about reading tasks in exams?
  - The exam rules determine which skills you need to use. B
  - They require skills not used in normal everyday life. C
  - They usually give you plenty of time to achieve the task
- c. Reading for gist can be helpful
  - Locating a specific word or phrase.
  - Working out unknown vocabulary.
  - Finding the general location of an idea
- d. What is suggested by the information?
  - A Specific information is always factual and objective in nature.
  - Specific information is rarely factual and objective in nature.
  - Specific information does not have to be factual and objective in nature

### Practice 5. 2

Translate these words in the box into Indonesia, then fill them to the blank spaces in the passage bellow!

- a. Reliable :
- b. Deadline :
- c. Workload :
- d. Ambitious:
- e. Dealing :
- f. Growing :
- g. Track :
- h. Salary :

WANTED Market Analyst: Capable and . . . . individual to work in New York City headquarters of international firm. We are a fast – . . . company . . . in consumer electronics. With established offices in North America and Western Europe, we have just opened offices in Eastern Europe, South America, and Japan. Bilingual skills are not necessary for this position, but the

successful candidate must be able to communicate effectively with people of diverse ethnic or language backgrounds, with patience and respect. Management skills a must. This job is career . . . and carries a heavy . . . with tight . . . For the hard-working, organized, . . . young manager with good verbal skills, it represents a tremendous opportunity. Competitive salary and benefit. Phone Mr. Collins at (811) 555-7155

## Grammar

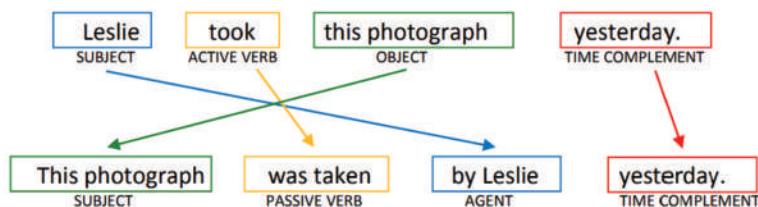
### Active and Passive Voice

When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action. Active verbs are stronger and usually more emphatic than forms of the verb “be” or verbs in the passive voice.

Active: The award-winning chef prepares each meal with loving care.

Passive: Each meal is prepared with loving care by the award-winning chef.

In the above example of an active sentence, the simple subject is “chef” and “prepares” is the verb: the chef prepares “each meal with loving care.” In the passive sentence, “meal” is the simple subject and “is prepared” is the verb: each meal is prepared “by the award-winning chef.” In effect, the object of the active sentence becomes the subject in the passive sentence. Although both sentences have the same basic components, their structure makes them different from each other. Active sentences are about what people (or things) do, while passive sentences are about what happens to people (or things). Here is the other example of active and passive voice



## Passive verb tenses

Tenses	Active Voice	Passive Voice
Present Simple	He delivers the lettes	The letters are delivered
Past Simple	He delivered the lettes	The letters were delivered
Future Simple	He will deliver the lettes	The letters will be delivered
Present Continuous	He is delivering the lettes	The letters are being delivered
Past Continuous	He was delivering the lettes	The letters were being delivered
Going to	He is going to deliver the lettes	The letters are going to be delivered
Present Perfect	He has delivered the lettes	The letters have been delivered
Past Perfect	He had delivered the lettes	The letters had been delivered
Invinitive	He has to deliver the lettes	The letters have to be delivered
Modal	He must deliver the lettes	The letters must be delivered

### Practice 5.3

Choose the correct form of the verbs in brackets.

#### FIAT

Fiat was started (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat, 1 \_\_\_\_\_ (produced/was produced) 132 cars. Some of these cars 2 \_\_\_\_\_ (exported/were exported) by the company to the United States and Britain. In 1920, Fiat 3 \_\_\_\_\_ (started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars 4 \_\_\_\_\_ (tested/were tested) by technicians. In 1936, Fiat launched the Fiat 500. This car 5 \_\_\_\_\_ (called/was called) the Topolino – the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat 6 \_\_\_\_\_ (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars 7 \_\_\_\_\_ (sold/are sold) all over the world.

### Practice 5.4

Turn from Active to Passive.

1. Someone is helping her with the housework. \_\_\_\_\_
2. The mail-order company sent Mrs Green a parcel. \_\_\_\_\_
3. My friend sent me an invitation. \_\_\_\_\_
4. The secretary has given Mrs Jones some letters. \_\_\_\_\_
5. The traffic warden had already given him a ticket for illegal parking. \_\_\_\_\_

## Exercise 5.1

### The text is for number 1-4

There are two main types of economic system: free market and command. The main difference between these systems centers around how involves the stage gets and how much private individuals are left alone to make economic decision for themselves. When private individuals get into decide freely what that will produce, buy and sell, there's a free market system. In this system, economic decision are made by the common economic system on earth. A command system is one in which most economic decisions are made by the government. Even in a free market system, the government plays a role. The role of the government in the free market system is to make sure that producers and consumers can make free choices. This is done by making and enforcing laws that stop theft, fraud, and coercion, that protect private property and that guarantee competition.

1. What is the characteristic of free market system?
  - A. Seller cannot make own product
  - B. Totally ruled by the government
  - C. Buyers have fully right to choose the product
  - D. Done by private individual
2. What are the types of economic system explained in the text?
  - A. Command and demand
  - B. Command and free market
  - C. Free and demand
  - D. Free and payment
3. Which word in the text that has same meaning with "determination"?
  - A. Command
  - B. Decision
  - C. Enforcing
  - D. Coercion

4. The word “guarantee” can be best replaced by . . .
  - A. Insure
  - B. Ensure
  - C. Secure
  - D. Sure
5. The closest antonym from the word “involve” is . . .
  - A. Get in
  - B. Separate
  - C. Concern
  - D. Interested

**The text is for number 6 – 8**

Society of Food Marketers Corporate Sponsorship Structure and Dues. Dues are \$800 per year for companies with gross annual sales under \$50,000,000. Dues provide for an individual membership for the Corporate Representative, plus two additional memberships.

Dues are \$1,200 per year for companies with gross annual sales over \$50,000,000. Dues provide for an individual membership for the Corporate Representative, plus for others. Each Corporate Sponsor company must designate a named individual, who ex officio is a member, to serve as the Corporate Representative.

6. The word “Dues” in the text can be best replaced by . . .
  - A. Collaboration
  - B. Contribution
  - C. Because
  - D. Right
7. The synonym of the word “corporate” is . . .
  - A. Collaboration
  - B. Together
  - C. Company
  - D. Delegate

8. How much does that must be paid with gross annual sales \$35,000,000?
- A. \$800 per year
  - B. \$1200 per year
  - C. More than \$800 per year
  - D. Less than \$1200 per year

**The text is for number 9 -10**

Enclosed is your latest dividend check. Since Battelle's claim costs continue to be less than anticipates, our Board of Directors has authorized payment of this dividend on your auto insurance policy. If you have any questions about your auto policy, or about insurance for your home, life or health, please call me. We are pleased to send you this dividend to take this opportunity to thank you for selecting Battelle as your insurer.

9. The meaning of the word "enclosed" is . . .
- A. Get closer
  - B. To close something
  - C. To surround something
  - D. To attach something
10. The word "policy" has the same meaning to . . .
- A. Rule
  - B. Policy
  - C. Agreement
  - D. Decision

**Text is for number 11 - 13**

ATTENTION: RETAIL OUTLETS

SUBJECT: PRODUCT RECALLS

The following recalls have been instituted by the consumer product safety commission:

Liquid antacid: gelusil, 6 – ounce bottle, lot number K789, Expiration date 8/96. Insidil, 24-ounce bottle, lot number 5666,



expiration date 9/96. Distributed nationwide by Genutell, Inc. Problem: Products may be contaminated with bacteria.

Fire extinguisher: TICO Brand, manufactured by Badger between May and September on this year and distributed nationwide. Model number Z1000. Problem: Possible improper installation of the valve and nozzle assembly. Spray head could blow off with extreme force when used.

Sutan lotion: Bixan brand, distributed only in Texas, New Mexico, and Colorado. Four-ounce and six ounce bottles are affected. Lot numbers 456 and 123 respectively. Problem: inadequate amount of active ingredient, reducing lotion's effectiveness.

11. What is the main information stated in the text?
  - A. Product recalls to the company
  - B. Selling product recalls
  - C. Expired product in the market
  - D. The demand of product recall
12. Why those products recalled?
  - A. The products are not sold in the store
  - B. The products have in relevant ingredient
  - C. The products are expired
  - D. The products are misused by consumers
13. Where did product recalls originate?
  - A. Individual manufacturers
  - B. Department of the interior
  - C. Consumer product safety commission
  - D. Store selling the product

### Passive voice

14. One half of the exercises . . . so far, but the rest . . . by Saturday.
  - A. Have done / will be finished
  - B. Were done / are going to be finished
  - C. Done / have been finished
  - D. Have been done / will have been finished
15. Because of the general pardon most of the prisoners . . . by the end of this year.
  - A. Were released
  - B. Are released
  - C. Will have been released
  - D. Have been released
16. The medicine . . . at a high place where the children cant reach
  - A. Must keep
  - B. Must be keeping
  - C. Mustn't be keeping
  - D. Must be kept
17. Nothing . . . because it was very foggy and raining heavily.
  - A. Is seen
  - B. Wasn't seen
  - C. Could be seen
  - D. Did not see
18. English . . . at state schools as a compulsory lesson for 20 years until last year.
  - A. Is taught
  - B. Has been taught
  - C. Had been taught
  - D. Was being taught
19. The news that her lost cat . . . was a great happiness to her.
  - A. Is found
  - B. Was found

- C. Did find
  - D. Has been found
20. The problem was so complicated and difficult that nobody . . . it
- A. Answered
  - B. Could answer
  - C. Answer
  - D. Has answered
21. That you will resign from job next month . . .
- A. Had been informed
  - B. Had be better to be informed
  - C. Had better being informed
  - D. Had better to inform
22. The bookshop . . . send the orders soon. Otherwise the students will not be able to receive their books before the school starts.
- A. Is supposed to
  - B. Was supposed to
  - C. Supposed to
  - D. Is being supposed to
23. The car which . . . by the thieves . . . yesterday by a 10 years old child
- A. Is stolen/is found
  - B. Was stolen/had been found
  - C. Had been stolen/was found
  - D. Had been stolen.is found
24. Can you get somebody . . . my TV?
- A. Repaired
  - B. Repairing
  - C. Repair
  - D. To be repaired

25. When I arrived there, no lecture . . .
- A. Had been giving
  - B. Had been giving
  - C. Weren't given
  - D. Was being given
26. The manager office is . . . by the janitor right now.
- A. Being cleaned
  - B. Cleaning
  - C. Cleans
  - D. Cleaned
27. The meeting . . . . . by the manager.
- A. Are led
  - B. Is led
  - C. Ledding
  - D. Leads
28. All new employees will . . . . . to the gathering next month.
- A. Going to invite
  - B. Been invite
  - C. Be invited
  - D. Being inviting
29. The new rule from the marketing division . . . . . in all department in the company.
- A. Will be implementd
  - B. Are implementing
  - C. Is implemented
  - D. Will been implemented
30. The tomorrow meeting .. ... by the expatriate branch officer.
- A. Will be led
  - B. Will leading
  - C. Will be leading
  - D. Will leads

## YOU'RE IN BUSINESS?

- |                 |               |               |
|-----------------|---------------|---------------|
| A. autocratic   | E. export     | I. patron     |
| B. bankrupt     | F. magnate    | J. semiannual |
| C. bilateral    | G. monopoly   | K. subsidiary |
| D. demographics | H. multimedia | L. visionary  |

1. A branch company that comes under the control of the parent company is called a(n) \_\_\_\_\_
2. When one company has control of a particular field of business, it has a(n) \_\_\_\_\_
3. A(n) \_\_\_\_\_ agreement is an equal agreement for both sides.
4. Before marketing a product, you must check the \_\_\_\_\_, the characteristics of the people you want to sell to.
5. To send goods out of the country is to \_\_\_\_\_ them.
6. If a company is completely broke and has no money or resources left, it is \_\_\_\_\_
7. A(n) \_\_\_\_\_ leader makes all the decisions alone.
8. If you have a sale every six months, it is a(n) \_\_\_\_\_ sale.
9. Advertising that is in newspapers, on radio, and on television is advertising \_\_\_\_\_
10. If you believe that "the customer is always right," then you might call a customer a(n) \_\_\_\_\_
11. The type of leader who can see what is coming in the future and be prepared for it is a(n) \_\_\_\_\_
12. A person of great influence and importance in a field of business is a(n) \_\_\_\_\_

## Idioms

Each of the following sentences contains an idiom in italics. Read the sentence and try to understand the idiom. Then find the meaning of the idiom in the list that follows, and write the letter of the answer on the line.

### EXERCISE C1

1. He's holding down two jobs and attending school. He's really *burning the candle at both ends*.
2. She's buying a lot of furniture before she even has a job. *She's putting the cart before the horse*.
3. Every time he opens his mouth, he immediately regrets what he said. He's always *putting his foot in his mouth*.
4. He's not telling me exactly what happened. *He's beating around the bush*.
5. She wanted to get that man's phone number, but she wasn't sure of his last name or where he lived. It was like *Looking for a needle in a haystack*.
6. He's always too fast and out of control on his motorcycle. He's *playing with fire*.
7. She keeps asking if I was the one who was spreading rumours about her, but I wasn't. *She's barking up the wrong tree*.
8. He took the best version for himself and didn't leave enough for the others. He's just *looking out for number one*.
9. She's been working for that assignment for over two months, and I don't think she's ever going to finish it. She's *taking forever and a day*.
10. She has to go to the bank, and while she's out she'll stop and visit her friend. She's *killing two birds with one stone*.

## Spelling and grammar check chapter VI

<p><b>Market:</b> / <i>mahr-kit</i> / an open place or a covered building where buyers and sellers convene for the sale of goods; a marketplace: a farmers' market.</p> <p><b>System:</b> / <i>sis-tuhm</i> / an assemblage or combination of things or parts forming a complex or unitary whole: a mountain system; a railroad system.</p> <p><b>Exist:</b> / <i>ig-zist</i> / to have actual being; be: The world exists, whether you like it or not.</p> <p><b>Particular:</b> / <i>per-tik-yuh-ler</i> / of or relating to a single or specific person, thing, group, class, occasion, etc., rather than to others or all; special rather than general: one's particular interests in books.</p> <p><b>Infinite:</b> / <i>in-fuh-nit</i> / immeasurably great: an infinite capacity for forgiveness.</p> <p><b>Competition:</b> / <i>kom-pi-tish-uhn</i> / the act of competing; rivalry for supremacy, a prize, etc.: The competition between the two teams was bitter.</p> <p><b>Monopoly:</b> / <i>muh-nop-uh-lee</i> / exclusive control of a commodity or service in a particular market, or a control that makes possible the manipulation of prices. Compare duopoly, oligopoly.</p>	<p><b>Fascinating:</b> / <i>fas-uh-ney-ting</i> / of great interest or attraction; enchanting; charming; captivating: a fascinating story; fascinating jewelry.</p> <p><b>Bothered:</b> / <i>both-er</i> / to annoy; give trouble to; pester: His little sister kept bothering him for candy.</p> <p><b>Fraud:</b> / <i>frawd</i> / deceit, trickery, sharp practice, or breach of confidence, perpetrated for profit or to gain some unfair or dishonest advantage.</p> <p><b>Coercion:</b> / <i>koh-ur-shuhn</i> / the act of coercing; use of force or intimidation to obtain compliance.</p> <p><b>Property:</b> / <i>prop-er-tee</i> / that which a person owns; the possession or possessions of a particular owner: They lost all their property in the fire.</p> <p><b>Guarantee:</b> / <i>gar-uhn-tee</i> / a promise or assurance, especially one in writing, that something is of specified quality, content, benefit, etc., or that it will perform satisfactorily for a given length of time: a money-back guarantee.</p> <p><b>Representatives:</b> / <i>rep-ri-zen-tuh-tiv</i> / a person or thing that represents another or others.</p>
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<p><b>Exact:</b> / <i>ig-zakt</i> / strictly accurate or correct:an exact likeness; an exact description.</p> <p><b>Oligopoly:</b> / <i>ol-i-gop-uh-lee</i> / the market condition that exists when there are few sellers, as a result of which they can greatly influence price and other market factors.Compare duopoly, monopoly (def. 1).</p> <p><b>Monopsony:</b> / <i>muh-nop-suh-nee</i> / the market condition that exists when there is one buyer.</p> <p><b>Attempt:</b> / <i>uh-tempt</i> / to make an effort at; try; undertake; seek:to attempt an impossible task; to attempt to walk six miles.</p> <p><b>Prevailing:</b> / <i>pri-vey-ling</i> / predominant:prevailing winds.</p> <p><b>Buyer:</b> / <i>bahy-er</i> / a person who buys; purchaser.</p> <p><b>Determining:</b> / <i>dih-tur-min</i> / to conclude or ascertain, as after reasoning, observation, etc.</p> <p><b>Collude:</b> / <i>kuh-lood</i> / to act together through a secret understanding, especially with evil or harmful intent.</p> <p><b>Regulation:</b> / <i>reg-yuh-ley-shuhn</i> / a law, rule, or other order prescribed by authority, especially to regulate conduct:Safety regulations require the use of impact-resistant helmets.</p>	<p><b>Designate:</b> / <i>dez-ig-neyt</i> / to mark or point out; indicate; show; specify.</p> <p><b>Delegate:</b> / <i>del-i-git</i> / a person designated to act for or represent another or others; deputy; representative, as in a political convention.</p> <p><b>Claim:</b> / <i>kleym</i> / to demand by or as by virtue of a right; demand as a right or as due:to claim an estate by inheritance.</p> <p><b>Commission:</b> / <i>kuh-mish-uhn</i> / the act of committing or entrusting a person, group, etc., with supervisory power or authority.</p> <p><b>Contaminated:</b> / <i>kuhn-tam-uh-neyt</i>/ to make impure or unsuitable by contact or mixture with something unclean, bad, etc.:to contaminate a lake with sewage.</p> <p><b>Improper:</b> / <i>im-prop-er</i> / not proper; not strictly belonging, applicable, correct, etc.;</p> <p><b>erroneous:</b>He drew improper conclusions from the scant evidence.</p> <p><b>Assembly:</b> / <i>uh-sem-blee</i> / an assembling or coming together of a number of persons, usually for a particular purpose:The principal will speak to all the students at Friday's assembly.</p>
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<p><b>Revenue:</b> / rev-uhn-yoo, -uh-noo / the income of a government from taxation, excise duties, customs, or other sources, appropriated to the payment of the public expenses.</p> <p><b>Plenty:</b> / plen-tee / a full or abundant supply or amount:There is plenty of time.</p> <p><b>Bothered:</b> / both-er / to annoy; give trouble to; pester:His little sister kept bothering him for candy.</p> <p><b>Relevant:</b> / rel-uh-vuhnt/ bearing upon or connected with the matter in hand; pertinent:a relevant remark.</p>	<p><b>Reliable:</b> / ri-lahy-uh-buhl / that may be relied on or trusted; dependable in achievement, accuracy, honesty, etc.:reliable information.</p> <p><b>Workload:</b> / wurk-lohd / the amount of work that a machine, employee, or group of employees can be or is expected to perform.</p> <p><b>Tremendous:</b> / trih-men-duhs/ extraordinarily great in size, amount, or intensity:a tremendous ocean liner; tremendous talent.</p>
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