English for International Communication (1500202)

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Course Outline

Unit 1: Time for a new look!

Unit 2: My life would be great!

Unit 3: What would you have done?

Unit 4: Anything's possible.

Unit 5: What would have happened?

Unit 6: Did you hear the news?

(Wilson, 2022)

Unit 2 Outline

Unit 2 : Part I

Vocabulary: Features of a neighborhood

Grammar: Second conditional

Reading technique: Scanning

Unit 2 : Part II

Writing: Write your own letter to make your neighborhood better

Speaking: Describing a neighborhood

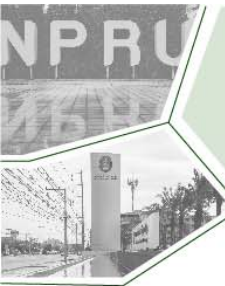Pronunciation: Reduction of *would you*

(Wilson, 2022)

Vocabulary: Features of a neighborhood

a. vehicle traffic

b. art scene

c. bike lanes

d. nightlife

e. pedestrians

f. public transportation

1 e.
2 c.
3 f.
4 b.
5 d.
6 a.

(Wilson, 2020)

crime rate
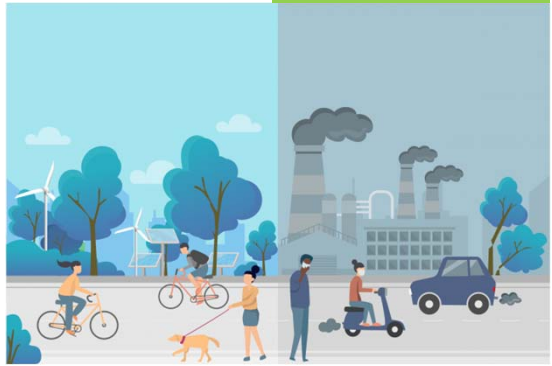
school system

public parks

job opportunities

housing prices

cost of living

shops and restaurants

air quality

public parks

school system

housing prices

air quality

job opportunities

shops and restaurants

cost of living

job opportunities

crime rate

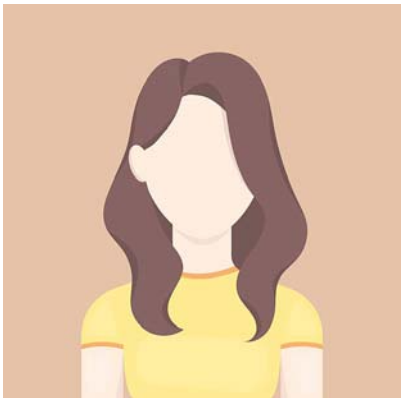air quality

cost of living

crime rate

shops and restaurants

Families with young children

Single people in their 20s

Retired people

Grammar: Second Conditional

We use the second conditional to describe unlikely, impossible, or imaginary conditions and results in the present or future. The *if* clause introduces the imaginary condition. The main clause expresses the imaginary result.

- *If I had enough money, I'd buy a car.* (= I don't have enough money now, so I can't buy a car.)
- *If I exercised every day, I'd feel great.* (= I don't exercise every day, so I don't feel great.)

We use the past tense in the *if* clause and *would, could,* or *might* in the main clause. *Could* and *might* express less certainty than *would*. *Could* means "would be able to" and *might* means "would possibly."

- *If I **had** lots of friends, I **would be** happy.* (= I'm sure I would be happy.)
- *If I **had** lots of friends, I **could be** happy.* (= I would be able to be happy.)
- *If I **had** lots of friends, I **might be** happy.* (= It's possible I would be happy.)

(Wilson, 2020)

Grammar: Second Conditional

Youtube channel: oomongzu oomongzu

Grammar: Second Conditional

We can use affirmative or negative verbs in either clause or in both clauses. We can also use the *if* clause at the beginning or end of the sentence. If it is first, we use a comma after it.

- If my grades **were** better, my parents **would be** happy.
- I **wouldn't need** to study on the weekend if my grades **were** better.
- If I **didn't have** so much homework, I **wouldn't get up** so early.

We use *were* in the *if* clause for the first and third person singular, but *was* is also common in informal conversation.

- If I **were** rich, I'd buy an apartment in the city. (= Informal: If I was rich, I'd buy an apartment in the city.)
- If my bicycle **weren't** broken, I'd ride it to work. (= Informal: If my bicycle wasn't broken, I'd ride it to work)

(Wilson, 2020)

Reading technique: Scanning

What is scanning?

Scanning is reading a text quickly in order to find specific information e.g. figures or names.

It is useful for answering exam type questions which ask for True/False or to discover facts,

etc. The objective is to search for relevant words or collocations (British Council, 2022).

How to scan?

1. Underline the important information while reading the text (dates, numbers, names etc.)

2. When you read the question, identify the keyword, and scan the text for it. This way you will find the answer more quickly.

What is Capitalism?

The word capitalism is now quite commonly used to describe the social system in which we now live. It is also often assumed that it has existed, if not forever, then for most of human history. In fact, capitalism is a relatively new social system. For a brief historical account of how capitalism came into existence a couple of hundred years ago, see Marx and Engels' Communist Manifesto. But what exactly does 'capitalism' mean?

Class division

Capitalism is the social system which now exists in all countries of the world. Under this system, the means for producing and distributing goods (the land, factories, technology, transport system etc) are owned by a small minority of people. We refer to this group of people as the capitalist class. The majority of people must sell their ability to work in return for a wage or salary (who we refer to as the working class.)

The working class are paid to produce goods and services which are then sold for a profit. The profit is gained by the capitalist class because they can make more money selling what we have produced than we cost to buy on the labour market. In this sense, the working class are exploited by the capitalist class. The capitalists live off the profits they obtain from exploiting the working class whilst reinvesting some of their profits for the further accumulation of wealth.

The profit motive

In capitalism, the motive for producing goods and services is to sell them for a profit not to satisfy people's needs. The products of capitalist production have to find a buyer, of course, but this is only incidental to the main aim of making a profit, of ending up with more money than was originally invested. This is not a theory that we have thought up but a fact you can easily confirm for yourself by reading the financial press. Production is started not by what consumers are prepared to pay for to satisfy their needs but by what the capitalists calculate can be sold at a profit. Those goods may satisfy human needs but those needs will not be met if people do not have sufficient money.

You look for specific keywords

Writing: Write a letter

1 Read this letter to the editor of the local newspaper about a neighborhood project. Then write your own letter about a project you would like to start in your neighborhood. Describe the project, why you want to do it, and how people can be involved.

THE SUNSET HEIGHTS WEEKLY
Serving the Sunset Heights Community since 1927

Dear Neighbors,

Sunset Heights is a great place to live. My husband and I love the neighborhood and the people. However, we have one small problem. We love gardening, but we live in an apartment, so we do not have a place to grow anything. Then we heard about the city's community gardens project. We thought Sunset Heights would be perfect if we had one. We started looking for a location. Last week we got good news: the city has agreed to let us use the empty lot on 24th and Aurora Street! Now we'd like to invite the community to a planning meeting. If you'd like to join us, please meet at 926 Aurora Street at, 10 a.m. (No need to bring your gardening tools… yet!)

Hope to see you there,

Maria and Marcos Hernandez

(Wilson, 2020)

Pronunciation: Reduction of *would you*

Listen. Notice the reduced sound of *would you*.

Unreduced	Reduced
1. If it were closer, would you walk there?	If it were closer, /wədʒə/ walk there?
2. If you were in charge, what would you do?	If you were in charge, what /wədʒə/ do?
3. If you had the money, would you buy me that?	If you had the money, /wədʒə/ buy me that?

(Wilson, 2020)

I would be happier if . . .

I had more friends in my neighborhood.

I could go to restaurants, sports events, and concerts more easily.

there were lively art and music scenes nearby.

there were more public parks and bicycle paths in my area.

the neighborhood were quieter and had less traffic.

I lived in the countryside without any neighbors.

I lived in a home with bigger rooms and more outside space.

there were more public transportation.

(Wilson, 2020)

References

British Council. (2022). *Reading Techniques*. Retrieved November 21, 2022, from

       https://www.britishcouncil.or.th/english/children/secondary-ielts/tips/skimmingandscanning

Wilson, K. (2022). *Smart Choice 3*. England: Oxford University Press.