



Al-Balqa Applied English (2)

English

Second Edition
LANGUAGE CENTER

UNIT 3

Al-Balqa Applied University

Balqa Applied English 2**Unit 3****Table of Content**

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"The true way to render ourselves happy is to love our work and find in it our pleasure."

- Francoise De Motteville

Learning Objectives

1. Form sentences using the past perfect simple tense.
2. Form sentences using the present perfect simple tense.
3. Read and understand passages on topics introduced in this unit.
4. Plan your notes before writing a business letter.
5. Converse using the new vocabulary from this unit's Word List.
6. help students accurately produce and differentiate English diphthongs.
7. By learning the specific sound combinations and articulation techniques, students can develop the ability to produce diphthongs correctly and avoid common pronunciation errors.
8. Students can enhance their overall pronunciation clarity, ensuring that their speech is easily understood by native English speakers and other English learners

Vocabulary

Activity 1

Write It!

Matching Synonyms

Write the words below in the spaces provided beside the words that mean the same meaning.

fear	exhausted	lazy	effectual	requirement
sneaky	improve	lovingly	go about	

Words	Synonyms
Effective	
Unmotivated	
Devious	
Drained	
Enhance	
Qualification	
Fondly	
Dread	
Approach	

Activity 2
Write It!
Complete the Sentences

Write the words in the box in the appropriate blanks to complete the sentences.

budget	protocol	stereotype	competence	assumptions
bankrupt	cautious	regret	grin	annoyances

1. The company was worried about the lack of money and how it will affect the _____.
2. The organizer was familiar with the _____ of royal visits.
3. I don't usually like films with bad plots and _____ characters.
4. No one doubts her _____ as a teacher. Everyone agrees that she's good.
5. The theory is based on a series of wrong _____.
6. Tom was _____ so he couldn't pay his debts.
7. Most parents teach their children to be _____ around strangers.
8. I _____ to say the position has been already filled.
9. He accepted my resignation with a nasty _____ on his face.
10. Lack of parking near the office is the only _____ I have to deal with.

Activity 3 Write It!

Matching Words with Definitions

Write the words in the box next to their corresponding definitions.

frustrated	proactive	resentful	implement
enhance	inventory	interpersonal	unmotivated
dread	resign		

Word	Meaning
	Serving to prepare for or control an unexpected occurrence
	Marked by strong cynicism
	Disappointed
	Detailed list
	Put something into effect
	Existing or done between two people
	Improve the good qualities of somebody or something
	Fear something greatly
	Quit
	Not very keen to do something

Activity 4
Circle It!
Multiple Choice

Circle the correct answer.

1. That silly law is no longer _____.
 - drained
 - effective
 - interpersonal

2. _____ is the practice among people with power or influence of favoring their own relatives, especially by giving them jobs.
 - Annoyance
 - Qualification
 - Nepotism

3. She found it difficult to establish a new _____ after retirement.
 - prescription
 - routine
 - attribute

4. He was _____ when he realized that his work was shredded into pieces.
 - enraged
 - cautious
 - unmotivated

5. Some people _____ going to work when they don't enjoy what they're doing.
 - enhance
 - dread
 - oblige

Reading

"Always be smarter than the people who hired you." Lena Horne

Activity 1**Circle It!****Nepotism**

Read the following article and then circle the multiple choice questions that follow.

Nepotism in America

1. What is nepotism?
2. Does nepotism exist in your country?

The word *nepotism* means favoritism toward family or relatives. Generally, people understand nepotism to mean providing opportunities to relatives even when other people who are competing for the same positions may have better qualifications. For many Americans, the word nepotism conjures up images of unworthy, incompetent people taking opportunities from more deserving people. As a result, nepotism often causes resentment in those who have not been born into affluent or privileged families. Frequently, people refer to children of wealthy families as being born 'with a silver spoon in their mouths,' to say that these people did not earn their opportunities.

When we look at the world of business, for instance, many of the Fortune 500 businesses began as family businesses. Consequently, in many of these businesses, the founders have been appointing their relatives to powerful positions in these companies. The Ford Company and McGraw-Hill Publishing are just two examples of family run businesses.

Let's look at nepotism in politics as another example. George Bush was born into a very powerful and rich family. His father, George Bush Senior was the former President and his brother was the governor of Florida. When George W. Bush won the 2000 presidential election, many who voted for his opponent, Al Gore Junior, pointed to Bush's victory as the result of nepotism. Similarly, when John F. Kennedy appointed his brother, Robert Kennedy, as Attorney General, he was accused of nepotism.

We can also see many instances of nepotism in the film industry as well. Famous parents have used their contacts, wealth and power to provide their children with

opportunities to become famous. The Baldwin family, Sylvester Stallone, Martin Sheen, Goldie Hawn and Kirk Douglas are all examples of actors who have given opportunities to their sons or daughters. As a result, their children are famous celebrities.

It is not all bad though. Many people argue that opportunities should be given to those people who deserve them, based on merit instead of family ties. Others argue that nepotism helps to strengthen family ties. By strengthening family ties, nepotism upholds the very foundation of human communities.

1. Critics say that opportunities should:

- a) go to members of powerful families.
- b) be given based on merit.
- c) be given based on family ties.

2. Nepotism in America:

- a) happens only in politics.
- b) happens only in business.
- c) happens in many aspects of life.

3. Sylvester Stallone is one example of:

- a) a parent who provided his child with the opportunity to succeed in business.
- b) a parent who provided his child with the opportunity to succeed in politics .
- c) a parent who provided his child with the opportunity to succeed in acting.

4. Being born with a 'silver spoon in their mouths' means:

- a) not being able to say anything intelligent.
- b) having opportunities they didn't earn but have because of the influence of their families.
- c) only caring about silver.

5. Some people argue that the positive side of nepotism is that it:

- a) provides the best and brightest people with opportunities.
- b) only exists in America.
- c) makes family ties stronger.

6. In the first paragraph, *affluent* means:

- a) wealthy
- b) mean
- c) unworthy

Activity 2

Matching Postings for Jobs

Read the descriptions of the people below and match each of them with the most suitable job posting for him/her, according to their qualifications.

Postings for Jobs

1.

Job Description and Requirements

You should be able to assist customers in finding what they are looking for and interest them in buying our clothes. You should feel comfortable in describing a product's features, demonstrate its use or show different models. You will help stock shelves, arrange for delivery purchases and mark price tags. You must have a high school diploma or equivalent. You enjoy working with others and have the patience to deal with difficult customers. You have a neat appearance and the ability to communicate clearly and effectively. You have an interest in sales work. You can stand up for long hours and be able to wrap gifts.

2.

Job Description and Requirements

You are creative and a university graduate with a background in Graphic Design, and you specialized in advertising. You don't believe that advertising is a science. You are self-motivated, energetic, pleasant and a strong team player. You are passionate! You are bilingual (Arabic and English) and a great writer. You are fluent in using design software and a fast learner. You are an enemy to the ordinary!

3.

Job Description

- ❖ Contributing in the development of IT long-term strategic plans and annual budgets.
- ❖ Managing and supporting the IT budgeting process globally.
- ❖ Prepare MIS based on Budget and Spending trends and forecasts.
- ❖ Manage and maintain the global budget process.
- ❖ Follow up with the different IT centers and global teams on budgets and actual spend.
- ❖ Generate and prepare budget reports to management.
- ❖ Implement areas of improvement in reporting budget.
- ❖ Suggest and implement enhancement to the budget process and systems internally.
- ❖ Coordinate and manage the communication with different departments in the group.
- ❖ Prepare standard communication protocols and channels for use by all IT Functions.

Job Requirements

- ❖ Education: Graduated degree in a technical discipline (e.g. computer engineering/computer science).
- ❖ Experience: 5-10 years preferably in IT technical positions in a major financial institution or in a banking solutions vendor, of which at least 2 years in a similar position.
- ❖ Competencies:
 - Good English language skills.
 - Presentation and interpersonal skills.

4.

Job Description and Requirements

You are required to possess the following skills and competences:

- A bachelor degree in English Language and Literature.
- Fluent in English, oral as well as written.
- The ability to deal with children, grades 1-3.
- Computer literacy.
- The ability to work in teams.

5.

Job Description and Requirements

- Strong written and oral English communication skills are a must.
- Creative Design Skills, Creation of new and imaginative designs that stretch the limits of what is possible.
- Strong Flash skills including flash animation.
- Good Knowledge of Adobe Suite applications mainly Photoshop and Illustrator.
- Good knowledge of web technologies (HTML, XHTML, Java Script, etc).
- Creative and enthusiastic with a willingness to explore, propose and adopt new technologies in a multimedia environment.
- The ability to take something all the way from an idea to a solution, working independently where required.
- Ability to work in a dynamic environment.

a.

My name is Rana. I am 22 years old. I am a fresh graduate with a bachelor degree in Information Technology. I am looking for a job that is interesting in my specialization. I have excellent English language skills.

b.

My name is Sami. I am 24 years old. I just graduated with a bachelor degree in Graphic Design. I am looking for a job in my area of specialization.

c.

My name is Suha. I am 23 years old. I am a recent graduate with a bachelor degree in English Language and Literature. I am looking for a job vacancy in an elementary school as an English teacher.

d.

My name is Sahel. I am 30 years old. I have an MS degree in computer science. I worked in a bank for 5 years as an IT Budgeting Specialist. I would like to work in another bank.

e.

My name is Nabil. I am 20 years old. I am still a university student. I am studying Marketing. I am looking for a job during the summer that is related to sales. I have good communication skills.

Grammar

Grammar Focus 1: Past Perfect

Past perfect:

1. Form:

The past perfect is form with had + past participle

I	had	arrived
we	had	arrived
you	had	arrived
they	had	arrived
he	had	arrived
she	had	arrived
it	had	arrived

2. Use:

The past perfect is mainly used to show you which of two events happened first. Some words are used to show arrangement of events such as **after**, **before**, and **when**.

Study the following examples:

1. Sally **had studied** English before she moved to New York.
2. Ali and Ahmed were able to get a hotel room because they **had booked** in advance.
3. Ahmed **had** already **posted** the letter when I saw him yesterday.

In sentence number one, for example, the action of studying English took place before the action of moving to New York.

3. Negative:

- The past perfect is negated by adding **not** to **had**:

I	had	not	arrived
we	had	not	arrived
you	had	not	arrived
they	had	not	arrived
he	had	not	arrived
she	had	not	arrived
it	had	not	arrived

5. Interrogative:

To make a question the subject and **had** change places.

Had	I	called him before I left?
Had	we	called him before we left?
Had	you	called him before you left?
Had	they	called him before they left?
Had	he	called him before he left?
Had	she	called him before she left?
Had	it (the game)	finished before we left?

Grammar Focus 2: Present Perfect**1. Form:**

Have/has + past participle

I	have	finished
we	have	finished
you	have	finished
they	have	finished
he	has	finished
she	has	finished
it	has	finished

Examples:

- She has just arrived.
- They have already posted the letter.
- Have you ever been to Mecca?

2. Use

- The present perfect is used to describe actions that happened at an indefinite point in the past. The present perfect is used with words like: Just, yet, since, for, recently, already, etc. Study the following example:

She has gone to work.

In this example we do not know exactly when the action took place.

- The present perfect is used to describe an action that started and still continuous, especially when used with **since** and **for**:

Sally has lived in Amman since 1990.

Ahmed has been a teacher for ten years.

3. Negative:

The present perfect is negated by adding **not** to **have/has**.

I	have	not	finished.
we	have	not	finished.
you	have	not	finished.
they	have	not	finished.
he	has	not	finished.
she	has	not	finished.
it	has	not	finished

4. Interrogative:

To make a question the subject and the auxiliary (have/has) change places.

Have	I	finished?	Yes, I have. No I have not.
Have	we	finished?	Yes, we have. No we have not.
Have	you	finished?	Yes, I have. No I have not.
Have	they	finished?	Yes, they have. No they have not.
Has	he	finished?	Yes, he has. No he has not.
Has	she	finished?	Yes, she has. No she has not.
Has	it (the game)	finished?	Yes, it has. No it has not.

When	have	I	finished?
When	have	we	finished?
When	have	you	finished?
When	have	they	finished?
When	has	he	finished?
When	has	she	finished?
When	has	it (the game)	finished?

Activity 1
Circle It

Circle the correct form of the verb between brackets to fill in the blanks.

1. Tom _____ his presentation before he went to the office.
(prepared/ had prepared/ has prepared)
2. Shelunch after shethe house.
(prepared, had cleaned / have prepared, had cleaned / prepares, had cleaned)
3. Shealready.....the assignment.
(has, submit/ has, submitted/ have, submitted)
4.they ever.....Japan?
(Has, visited / Had, been visiting / Have, visited)
5. She_____ her resignation before her boss fired her.
(had written / had been writing / has written)

Activity 2
Circle It

Circle the correct form of the verb between brackets to fill in the blanks.

1. He (has written / has been writing / wrote) _____three letters so far.
2. My partner (has finished / has been finishing / finished) _____his assignment recently.
3. My neighbors.....stayed in the same apartment for five years.
(stayed/ have stayed / stay)
4. Ithe text carefully before I the questions.
(have read, answered/ had read, answered / has read, have answered)

Listening

Activity 1

Fill in the blanks

How to find a job?

Nadia and Melissa are giving a presentation. Listen and work out who they are talking to and why.

Audio Script

Nadia and Melissa were graduates from the same university. After three years of experience – and success – in their field of work, they wanted to share their successes and their strategies with the seniors in their former university in the hope that they could assist those students in finding the best job they could get. With this in mind, they decided to do a presentation for the seniors. Listen to the presentation:

- Melissa:** Our fellow seniors, just 3 years ago, we were sitting in your places. The two of us were lucky that each of us found jobs we love, but we didn't find them easily and we didn't find them right away.
- Nadia:** It is a great pleasure to be here today. Both of us spent such wonderful years of our lives at this university, although you're probably at the stage at which you can't wait to have university behind you, one day you'll look back fondly on these years. Once we graduated, we were unsure of what to do and the competition for jobs was fierce.
- Melissa:** Once you begin looking for a job, the key question is: how do you find a job (paid or volunteer) that utilizes your skills and your passions? To discover the most suitable job for you, you need to focus on your strengths and weaknesses.
- Nadia:** To begin with, you should take a 'personal inventory' of your strengths and weaknesses, skills, abilities and qualifications. Do you have strong interpersonal or communication skills? Are you good at research? Do you work well in a team or do you prefer working alone? Make a list of your personal attributes. Then make another list – hopefully a short one – of the things you would like to enhance. For instance, do you have a problem meeting deadlines? Think about all of these factors thoroughly – and be honest with yourself. Once you have done that, you will be in a better position to be able to determine the most suitable type of job for you.

- Melissa:** In your senior year, you will have to do some research about opportunities in that area. After you have discovered what you want, your questions will become more specific. You will move from, "Where can I find employers who might hire me?" to "How do I get interviewed by my preferred employer?"
- Nadia:** Be creative and don't limit yourself. Match your skill, or attribute set, with opportunities. Try to imagine several different scenarios. After you narrow your focus, look at the more practical aspects for instructions.
- Melissa:** Don't just look in the classified advertisements for jobs. Go to job fairs, attend the school workshops and speak to your professors and academic advisors. BE PROACTIVE!
- Nadia:** You should also create professional CV. Attend the university workshops to find out how to create a professional looking CV . Then, when you send your CVs out, follow-up to make sure that your CV didn't just get filed away in the Human Resources Department without receiving the attention it deserves.
- Melissa:** Remember, the first contact probably won't hire you. However, with determination everything becomes achievable. Just set a goal, realize your abilities and give it your best shot. Keep trying until you get the job you deserve.

Listen again and select the correct answers from the questions below.

1. Nadia and Melissa graduated:

- a) a year ago
- b) three years ago
- c) two years ago.

2. To find the most suitable job, they advised students to:

- a) to relax and be calm
- b) to make a list of instructors and advisors
- c) to make a list of their strengths and weaknesses

3. According to Nadia and Melissa, competition for jobs was:

- a) easy
- b) fierce
- c) Creative

4. To learn more about what jobs are available, they advised students to:

- a) do some research
- b) ask their friends
- c) wait for a company to call them.

5. If a potential employer calls to arrange an interview, seniors should:

- a) only wait
- b) prepare themselves before hand
- c) relax because that means they were accepted for the job.

Pronunciation

Pronunciation Focus: Diphthongs

PART (B)

Part A is in Unit Two.

Diphthongs:

Part B: (/ ɪə / , / ʊə / , / eə / , / eɪ /)

/ ɪə /	near	/ nɪə /	beer	/ bɪə /	hear	/ hɪə /
/ ʊə /	tour	/ tuə /	poor	/ puə /	sure	/ ʃuə /
/ eə /	air	/ eə /	hair	/ heə /	bear	/ beə /
/ eɪ /	may	/ meɪ /	say	/ seɪ /	today	/ tə'deɪ /

Activity 1

Circle the word which has the same diphthong:

/ eɪ /	/ eə /	/ ɪə /	/ ʊə /
a. dear	a. vowel	a. behind	a. came
b. chase	b. There	b. sure	b. pure
d. shy	c. plural	c. here	c. height

Activity 2

choose the diphthong that matches the sound in the following words.

1. overweight /eɪ/ /aɪ/
2. here /ɪə/ /eə/
3. blonde-haired /ɪə/ /eə/
4. tour /əʊ/ /ʊə/

Speaking

Activity 1

Offline Activity

Fairness

- Form teams of four.
- With your team members, discuss whether you have ever seen examples of nepotism.
- Think of examples and discuss those examples with your team mates.

Activity 2

Circle It!

Pick and Choose

- Form teams of four.
- Click on one of the cards below to make a question appear.
- With your team members, discuss possible replies to these questions.
- Form five proper sentences to express your thoughts.
- Each team will be called upon to present their answers to the class.
- Select one member to present his/her team's answers.

First Card's Question:

Imagine you are a head of a department in a company. What would be the most important traits you would like to have in the workers under your supervision?

Second Card's Question:

Imagine you are a worker under someone's supervision. What would be the most important trait you would like to have in your supervisor?

Writing

"Never work just for money or power. They won't save your soul or help you sleep at night."

Marian Wright Edelman

Writing Focus

Writing a Business Letter

As a professional or business person, business letters are an important way to communicate with other professionals or with clients. You may have already written a few business letters to request information from an institution or government department. Later you may write business letters to apply for a job or entrance to a university for a higher degree.

Planning a Business Letter

When you plan your business letters, the following steps will be helpful to you.

1. Consider your purpose. Think about the reason you are writing the letter.
2. Consider your audience. Keep in mind who you are writing to.
3. Consider your tone. Your letter will make a better impression if the tone is polite and formal.
4. Gather your ideas. Jot down exactly what you want to say or whatever information you intend to convey.
5. Be brief. Check to see that you have not included any unnecessary information. However, do not leave out any important details.

Activity 1**Write It!****All About You!**

- In MS Word, write the first draft of a paragraph that aims to answer the following questions:
 - Of the things you have done this year, which of those would help you obtain a job?
 - Which skills have you developed?
 - Which abilities do you have that you feel would make you more employable?
- Check the first draft with a classmate and correct any mistakes.
- Create a second draft.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit, and write your paragraph using the perfect tenses.

Activity 2**Write It****Applying for a Job**

- In MS Word, write two paragraphs.
 - The first paragraph should be about the type of job you would like to work at.
 - The second paragraph should be about why you think you would be suitable for that job.
- The tone should be formal and business like.
- Check your work with a classmate and correct any mistakes.
- Save your work.

Word List	
inventory (n.)	detailed list
qualification (n.)	training, examination or experience that qualifies somebody for work, training, etc.
interpersonal (adj.)	existing or done between two people
Attribute (n.)	quality regarded as a natural or typical part of somebody or someone
enhance (v.)	increase the good qualities of somebody or something
fondly (adv.)	lovingly; gently
pharmaceutical (adj.)	connected with the making and distribution of drugs and medicines
proactive (adj.)	serving to prepare for, intervene in, or control an expected occurrence or situation
drained (adj.)	make somebody or something weaker, poorer, etc by gradually using up his/its strength, money, etc
dread (v.)	fear something greatly
effective (adj.)	producing the intended result
prescription (n.)	doctor's written instruction for the composition and use of a medicine
nepotism (n.)	practice among people with power or influence of favoring their own relatives, Especially by giving them jobs
manipulative (adj.)	Tending to control or influence somebody cleverly or by unfair means
unmotivated (adj.)	Not very keen to do something
devious (adj.)	dishonest, straight sneaky; forward; not trustworthy
oblige (v.)	compel or require somebody by law, agreement or moral pressure to do something
fund (v.)	Provide (an institution, a project, etc) with money
approach (v.)	go to somebody for help or support or in order to offer something
implement (v.)	put something into effect; carry out