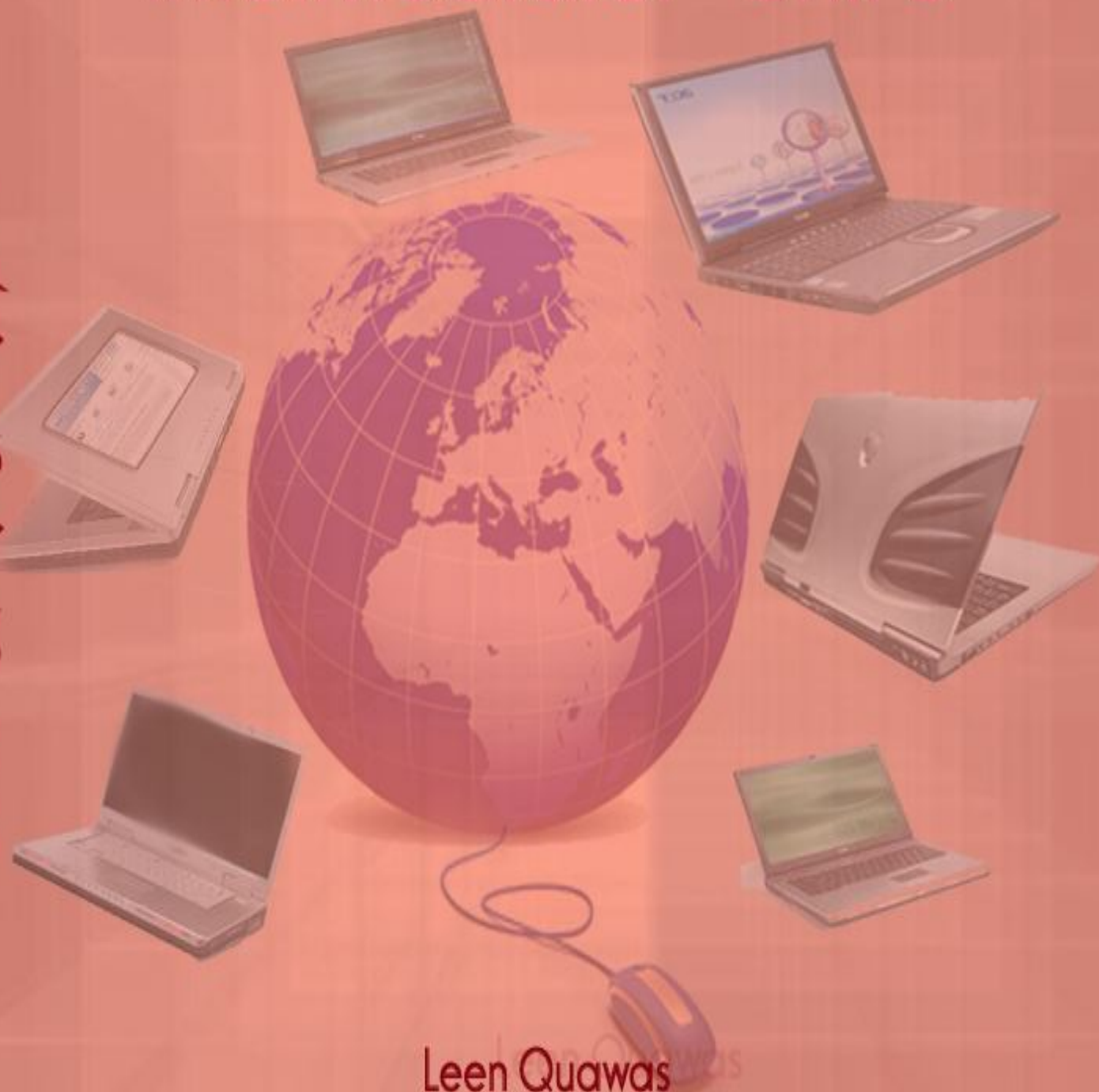


# Connections Series

## Intermediate: Unit 3

FIRST EDITION 2009



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**Acknowledgement**

The authors are grateful for this opportunity to acknowledge the valuable contributions of the English instructors at Al Balqa Applied University's Electronic Academy, located in As Salt, Jordan, who, in spite of their heavy course loads, very generously contributed their time, their energy and their constructive insights to assist us in improving the electronic course content for the Elementary, Pre-Intermediate and Intermediate English blended learning courses. In alphabetical order, they are: Adnan Abumafouz, Bassem Al-Saydeeh, Rasha Darwish, Atika Ismael and last but certainly not least, Tamador Snubar. We offer our most sincere appreciation to each and every one of these instructors for their support.

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

- Françoise De Motteville

### Learning Objectives

1. Form sentences using the past perfect simple tense.
2. Form sentences using the past perfect continuous tense.
3. Form sentences using the present perfect simple tense.
4. Form sentences using the present perfect continuous tense.
5. Distinguish between the uses of the past perfect simple and past perfect continuous tenses.
6. Read and understand passages on topics introduced in this unit.
7. Plan your notes before writing a business letter.
8. Converse using the new vocabulary from this unit's Word List.
9. Pronounce the vowels in words properly.

Word List		
<b>inventory (n.)</b>	detailed list	<b>resentful (adj.)</b>
<b>qualification (n.)</b>	training, examination or experience that qualifies somebody for work, training, etc.	<b>frustrate (v.)</b>
<b>interpersonal (adj.)</b>	existing or done between two people	<b>recall (v.)</b>
<b>Attribute (n.)</b>	quality regarded as a natural or typical part of somebody or someone	<b>annoyance (n.)</b>
<b>enhance (v.)</b>	increase the good qualities of somebody or something	<b>shred (v.)</b>
<b>fondly (adv.)</b>	lovingly; gently	<b>grin (n.)</b>
<b>pharmaceutical (adj.)</b>	connected with the making and distribution of drugs and medicines	<b>enraged (adj.)</b>
<b>proactive (adj.)</b>	serving to prepare for, intervene in, or control an expected occurrence or situation	<b>regret (v.)</b>
<b>drained (adj.)</b>	make somebody or something weaker, poorer, etc by gradually using up his/its strength, money, etc	<b>resign (v.)</b>
<b>dread (v.)</b>	fear something greatly	<b>cautious (adj.)</b>
<b>effective (adj.)</b>	producing the intended result	<b>bankrupt (adj.)</b>

<b>prescription (n.)</b>	doctor's written instruction for the composition and use of a medicine	<b>equivalent (adj.)</b>
<b>nepotism (n.)</b>	practice among people with power or influence of favoring their own relatives, especially by giving them jobs	<b>routine (n.)</b>
<b>manipulative (adj.)</b>	tending to control or influence somebody cleverly or by unfair means	<b>annual (n.)</b>
<b>unmotivated (adj.)</b>	not very keen to do something	<b>budget (n.)</b>
<b>devious (adj.)</b>	dishonest, sneaky; not straight forward; not trustworthy	<b>protocol (n.)</b>
<b>oblige (v.)</b>	compel or require somebody by law, agreement or moral pressure to do something	<b>competence (n.)</b>
<b>fund (v.)</b>	provide (an institution, a project, etc) with money	<b>stereotype (n.)</b>
<b>approach (v.)</b>	go to somebody for help or support or in order to offer something	<b>persist (n.)</b>
<b>implement (v.)</b>	put something into effect; carry out	<b>assumption (n.)</b>

Note to students: The Word List covers both reading and listening texts and scripts.

Student's Responsibility: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

### Activity 1

#### Write It!

#### Matching Synonyms

Instructions to students: Write the words below in the spaces provided beside the words that mean the same thing.

<b>fear</b>	<b>exhausted</b>	<b>lazy</b>	<b>effectual</b>	<b>requirement</b>
<b>sneaky</b>	<b>improve</b>	<b>lovingly</b>	<b>go about</b>	

Words	Synonyms
Effective	
Unmotivated	
Devious	
Drained	
Enhance	
Qualification	
Fondly	
Dread	
Approach	

**Activity 2****Write It!****Jumbled Words**

Instructions: Look at the anagrams below and arrange them into words that match the synonyms provided. Write the words on the lines provided next to each definition.

1. **intorveny** – detailed list  
\_\_\_\_\_
2. **mentpleim** – carry out  
\_\_\_\_\_
3. **dnuf** – provide an institute with money  
\_\_\_\_\_
4. **fultneser** – bitter  
\_\_\_\_\_
5. **acller** – remember  
\_\_\_\_\_
6. **frurtseta** – defeat  
\_\_\_\_\_
7. **gedaren** – furious  
\_\_\_\_\_
8. **gniser** – quit  
\_\_\_\_\_

**Activity 3****Hangman**

Instructions to students: Read the following synonyms and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

existing or done between two people	
compel somebody to do something	
favoritism	

persevere	
yearly	
regular	
like or equal	
tear up	

**Activity 4****Write It!****Complete the Sentences**

Instructions to students: Write the words in the box in the appropriate blanks to complete the sentences.

<b>budget</b>	<b>protocol</b>	<b>stereotype</b>	<b>competence</b>	<b>assumptions</b>
<b>bankrupt</b>	<b>cautious</b>	<b>regret</b>	<b>grin</b>	<b>annoyances</b>

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 5****Write It!**

**Matching Words with Definitions**

Instruction to students: Write the words in the box next to their corresponding definitions.

pharmaceutical	stereotype	frustrated	implement	enhance
bankrupt	inventory	interpersonal	unmotivated	proactive
dread	resign	prescription	attribute	resentful

Word	Meaning
	Quality regarded as a natural or typical part of somebody or someone
	Connected with the making and distribution of drugs and medicines
	Serving to prepare for or control an unexpected occurrence
	Doctor's written instruction for the composition or use of a medicine
	Image, idea or character that has become fixed or standardized in a conventional form without individuality
	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
	Person judged by a law court to be unable to pay his debts in full

**Activity 6****Write It!****Anagrams**

Instructions to students: Look at the anagrams below, arrange the letters into words, and write the words in the space that match the definitions.

lauann	edniadr	ceulacitmaraph	noiptmussa
usoivde	lentivauqe	tivealupinam	tismopne

1. connected with making and distribution of medicine	
2. favoritism or discrimination, not merit based	
3. very tired or exhausted	
4. the same or equal	
5. yearly	
6. supposition; not based on facts	
7. sneaky, not straight forward, not trustworthy	
8. tending to control or influence somebody cleverly or by unfair means	

**Activity 7**  
**Circle It!**  
**Multiple Choice**

Instructions to students: 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 I

### Activity 1 Circle It! Nepotism

Instructions to students: 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

Instructions to students: 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.

### Activity 3 True or False Equality in Gender

Instructions to students: Read the text below and decide whether the following statements are true or false.

#### Equality in Gender

When will we reach equality in gender concerning jobs? Picture, if you will, a nanny, a housekeeper or even a secretary. Are you picturing a female? What if you picture a mechanic, a pilot or a footballer? What are you picturing now? A male? In many cases, we have been conditioned to picture a female for specific jobs and a male for others. More and more, however, this is changing.

In developed countries, females are doing jobs that were once thought of as suitable for males, and males are doing jobs once thought as suitable for females. For instance, Sabiha Gokcen, a Turkish woman, was the first female combat pilot in the world. UAE President Sheikh Khalifa bin Zayed, the ruler of Abu Dhabi, appointed Kholoud Ahmad Al-Dhaheri as a judge in the emirate in March 2008. This made the UAE the second Arab country in the Gulf after Bahrain to appoint a female judge.

Many people also think that nursing is a job for females. Contrary to those perceptions, male nurses existed in the world even before female nurses. In the first nursing school that opened in India centuries ago, males were the only ones who were considered fit to this job. Female nursing organizations first began to appear in the early 1900s and nowadays we have both male and female nurses. Doors are opening for both genders across the globe.

There has been a noticeable shift away from gender stereotypes and many people argue that this is a positive step. When you hear someone say, "Oh, that job is a male's job!" or "This is girls' work!" challenge that assumption. If you look around, you will see male and female professors, male and female cleaners, male and female chefs and even male and female drivers. These people have their jobs not according to their gender, but according to their qualifications.

1. Equality in gender concerning jobs is more frequently achieved nowadays than before.

☐ TRUE☐ FALSE

2. Sabiha Gokcen, a Turkish woman, was the first female combat pilot in the world.

☐ TRUE☐ FALSE

3. Sheikh Khalifa bin Zayed al-Nahayan is the ruler of Dubai.

☐ TRUE☐ FALSE

4. The UAE is the first Arab country in the Gulf before Bahrain to appoint a female judge.

☐ TRUE☐ FALSE

5. Male nurses existed in the USA for nearly as long as female nurses.

☐ TRUE☐ FALSE

6. There has been a noticeable shift away from gender stereotypes, but many people argue that this is a negative step.

☐ TRUE☐ FALSE

7. Nowadays, you can find male and female professors, male and female cleaners, male and female chefs and even male and female drivers.

TRUE

FALSE

8. These people have their jobs according to their gender and qualifications.

TRUE

FALSE

## 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?

### Grammar Focus 3: Present Perfect Continuous

#### 1. Form: has (or) have + been + verb/ing

I	have	been	studying
we	have	been	studying
you	have	been	studying
they	have	been	studying
he	has	been	studying
she	has	been	studying
it	has	been	studying

#### 2. Use

The ***present perfect continuous tense*** is used to refer to:

1. an action which started in the past and continue up to the present, for instance: I **have been packing** my case all morning. (I'm still packing.)
  2. continuous past actions which have visible results or effect in the present, for instance: They **have been working** late. (They look exhausted.)
  3. express irritation, anger, annoyance, explanation or criticism, for instance: **Have you been reading** my project? (Showing anger)
- ***Time Adverbs*** used with the ***present perfect continuous***:
    - since
    - for
    - how long

### Activity 1

#### Circle It

Instructions:

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

1. When the worker arrived at the office, his supervisor \_\_\_\_\_ (has left / had left / had been leaving).
2. Tom (prepared / had prepared / has prepared) \_\_\_\_\_ his presentation before he went to the office.

3. Jim (had worked / had been working / has worked) \_\_\_\_\_ for twenty years. He resigned a week ago.
4. Suzan (had driven / had been driving / has been driving) \_\_\_\_\_ to work for half an hour when suddenly her car broke down.
5. She (had written / had been writing / has written) \_\_\_\_\_ her resignation before her boss fired her.

**Activity 2****Circle It****Present Perfect Tense**

Instructions:

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. She (has written / has been writing / had been writing) \_\_\_\_\_ letters all day.
3. I'm very tired. That's because I (have worked / have been working / had been working) \_\_\_\_\_ too hard.
4. My partner (has finished / has been finishing / finished) \_\_\_\_\_ his assignment.
5. He (has read / has been reading / had been reading) \_\_\_\_\_ the same newspaper for thirty years now.

**Activity 3****Multiple Choice****Choosing the Correct Tense**

Instructions:

Read the sentences below and circle the correct tense for each sentence.

1. A: Is it raining?  
B: No, it \_\_\_\_\_.  
a. has stopped  
b. stopped  
c. has been stopping
2. Good. They \_\_\_\_\_.  
a. have been finally arriving.  
b. have finally arrived.  
c. had arrived.
3. We \_\_\_\_\_ for an hour.  
a. have been waiting  
b. waited

- c. have waited
4. \_\_\_\_\_ my file?
- a. Have you seen
  - b. Have you been seeing
  - c. Had you seen
5. I \_\_\_\_\_ for my glasses all morning, but I haven't found them yet.
- a. have been looking
  - b. have looked
  - c. had looked
6. He \_\_\_\_\_ his debts at work before the police took him.
- a. paid
  - b. have paid
  - c. had paid
7. She \_\_\_\_\_ with the customer all morning.
- a. had been talking
  - b. has been talking
  - c. talked
8. Sam \_\_\_\_\_ his project to Tom.
- a. has shown
  - b. has been showing
  - c. had shown
9. Sally \_\_\_\_\_ Tom 50 pounds today.
- a. had lent
  - b. had been lending
  - c. has lent
10. They \_\_\_\_\_ their university after three years of work.
- a. visited
  - b. had been visiting
  - c. had visited
11. The accountant \_\_\_\_\_ a big sum of money and ran away.
- a. had stolen
  - b. stole
  - c. has stolen
12. She \_\_\_\_\_ me a lot of hints on how to succeed in this company.
- a. had been giving
  - b. has given
  - c. has been giving

**Tick It****Which Sentence Is Correct?**

Instructions:

Tick next to the grammatically correct sentence.

1.
  - My hands are very dirty. I have been repairing the car.
  - My hands are very dirty. I have repaired the car.
2.
  - How long have you read that book?
  - How long have you been reading that book?
3.
  - Have you ever been working in a supermarket?
  - Have you ever worked in a supermarket?
4.
  - Linda has visited six countries so far.
  - Linda has been visiting six countries so far.
5.
  - Ann's clothes are covered in paint. She has painted the ceiling.
  - Ann's clothes are covered in paint. She has been painting the ceiling.
6.
  - We arrived at work in the morning and found that somebody had broken into the office during the night.
  - We arrived at work in the morning and found that somebody had been breaking into the office during the night.
7.
  - The house was very quiet when I got home after work. Everybody had gone to bed.
  - The house was very quiet when I got home after work. Everybody had been going to bed.

**Listening****Activity 1****Fill in the blanks****How to find a job?**

1. Instructions to students: 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.

Instructions: 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

### ENUNCIATION: Syllables

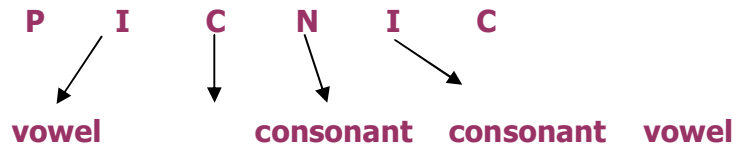
Enunciation is as important as pronunciation. It means the careful sounding of every syllable. Be especially careful with words that end in **ing** and words that contain similar consonants, such as: **p** and **b**, **m** and **n**, **v** and **f**.

You need to know what a syllable is. A syllable is a group of letters that form one phonic sound. A syllable is usually made of one vowel and an optional number of consonants.

When the word has more than one vowel, you can divide it into syllables according to the vowel – consonant – consonant – vowel pattern. According to this pattern, 'picnic', for example, has two syllables: [pic] and [nic].



This can be illustrated as follows:



### RULES

**Rule 1** When a word contains a vowel, consonant and a vowel, it will be divided based on the sound the first vowel makes. If the first vowel is long, divide after that vowel. These are called ***open syllables***.

**Rule 2** If the first vowel is short, divide after the consonant.

**Rule 3** When a word contains double consonants, divide it between the consonants.

**Rule 4** Divide compound words between the two words which form the compound word..

**Rule 5** When the word contains a vowel, consonant, consonant and a vowel, divide the word from between the two consonants. These are called ***closed syllables***.

### Activity 1

#### Write It!

#### Find Similar Sounds

Instructions: Write each word from the list of words below in the space beside the word that has a similar sound in the table.

#### List of Words

Do	to	bat	bath	ten	then	blank	plank	bin	pin
Veil	fail	veal	feel	mutter	mother	and	ant	dare	tear

### Audio Script

1. ◀ __eal	11. ◀ __eil
2. ◀ __eel	12. ◀ __ail
3. ◀ __lank	13. ◀ mu__er
4. ◀ __lank	14. ◀ mo__er
5. ◀ __are	15. ◀ an__
6. ◀ __ear	16. ◀ an__
7. ◀ __en	17. ◀ __in
8. ◀ __en	18. ◀ __in
9. ◀ __o	19. ◀ ba__
10. ◀ __o	20. ◀ ba__

### Activity 2

**Write It!****Dividing Words into Syllables**

Instructions:

Read the following words and divide each one into syllables using a dash (-).

1. napkin

2. massive

3. doctor

4. dentist

5. landing

6. magnet

7. random

8. secret

9. danger

10. dancer

**Activity 3****Write It!****Match the Word to the Rule**

Instructions to students:

Look at the words provided and write them according to the rules given in the Focus Page.

**Words:**

Com-ment	let-ter	cab-in	dog-house	struc-ture
Foot-ball	fif-ty	Ra-dar	riv-er	kit-tens
dif-fer	home-work	wor-ker	ba-ker	ho-tel

Rule 1	Rule 2	Rule 3	Rule 4	Rule 5

## Speaking

### Activity 1

#### Offline Activity

#### Equality in Gender

Instructions:

1. Form teams of four.
2. With your team members, think about whether you believe in gender equality regarding jobs. Do you believe that men and women can do the same work? Why and why not?
3. Share your ideas with your team members.
4. Your instructor will call on you to express your ideas in front of the rest of your class.

### Activity 2

#### Offline Activity

#### Fairness

Instructions:

1. Form teams of four.
2. With your team members, discuss whether you have ever seen examples of nepotism.
3. Think of examples and discuss those examples with your team mates.
4. Your instructor will check with each team to listen to your conversations.

### Activity 3

#### Circle It!

#### Pick and Choose

Instructions:

- a. Form teams of four.
- b. Click on one of the cards below to make a question appear.

- c. With your team members, discuss possible replies to these questions.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to present their answers to the class.
- f. 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!**

## Instructions:

- 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**

## Instructions:

- 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.
- You will receive instructions in class about how to submit the assignment.