

Activity 1
Write It!
Matching the Opposites

Write the words below in the spaces provided beside the words that mean the opposite.

lose	unengaged	disprove	hinder	plan
share	indetermination	belief	quit	tiny

Words	Opposites
coincidence	
occupy	
disbelief	
demonstrate	
massive	
retrieve	
assist	
compete	
enroll	
determination	

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

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

1. **ostratedemn** – to show or prove something _____
2. **moreoophs** - a student in the second year of a course at a college or university _____
3. **orttu** – a person who teaches one person or a small group at a time _____
4. **visorpusre** – a person who is in charge of someone _____
5. **isthes** – long written essay submitted by a candidate for a university degree _____
6. **tationssdire** – thesis _____
7. **uledom** – a part of a course of learning _____
8. **baclorhe** – a person who has earned a four year degree conferred by a college or university _____

Activity 3**Hangman**

Read the following definitions and try to guess the matching word.

A talk about a subject to an audience or a class _____

To give special attention to something; emphasize _____

Stimulation of mind or feelings to do something beyond a person's usual ability; creativity _____

All the activities involved in the management or supervision of affairs or business _____

Any official or formal program to provide practical experience for beginners in an occupation or profession _____

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

Select the appropriate words from the box below to complete each of the following sentences.

interact strategy disbelief supervisor immensely

highlights lectures determination imperative demonstrates

1. I am attending _____ on Greek philosophy.
2. The election _____ democracy in action.
3. The government is trying to find a new economic _____ to improve the situation.
4. It is _____ that we make a quick decision.
5. A _____ is a person who checks on others' work to make sure it is done properly.
6. It is interesting to watch people _____ with each other at parties.
7. Her _____ to learn English is amazing.
8. This TV program _____ the problems of the unemployed.
9. He listened in _____ to his son's story.
10. They enjoyed the film _____.

Activity 5 Circle It!**Multiple Choice**

Circle the correct answer.

1. Profits have risen_____.
- phonologically
- genetically
- significantly
2. A _____ is a student in his/her first year in university.
- senior
- sophomore
- freshman
3. She has the perfect _____ for this job.
- coincidence
- credentials
- module
4. A student in his/her third year of a four-year course at college or high school is called a _____.
- junior
- senior
- freshman
5. A student in his/her last year at college is called a _____.
- junior
- senior
- sophomore

Reading**Quotation**

"It is a thousand times better to have common sense without education than to have education without common sense."

- Robert Green Ingersoll

Activity 1 Multiple Choice**Our Brain**

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

Our brain is divided into two parts called right hemisphere and left hemisphere. Scientists maintain that language is related to the left side of the brain, namely the front part; that is, we speak with the left hemisphere. Therefore, injuries to the left side of the brain result in language aphasia, such as poor articulation and other language difficulties.

The period of brain development which is suited for language acquisition occurs before cerebral dominance has been established. Scientists call this period the critical period, because once this period ends, it is nearly impossible for language to be acquired. Initially, scientists believed that this period ended by the time puberty started. Certain cases however have proven this theory to be wrong. Children who grew up in isolation without learning a first language, have been able to learn how to acquire language speaking skills later. Yet some aspects of language acquisition are nearly impossible to learn after this point. For instance, a girl named Genie was discovered at the age of thirteen. When they found her, she was locked in a cellar without exposure to language or other forms of intellectual stimulation for thirteen years. Many specialists worked with her to help her learn how to speak. She did, eventually, learn some aspects of language and could communicate with those around her. Yet, she could not grasp grammar and word order. As a result of this case, scientists concluded that people who have not acquired language before puberty may be able to learn a language in a general sense; however, there are some aspects of language that they will not be able to learn.

Our brain works in a fascinating way. It stores new information and uses it according to need. This is why it is imperative to continually apply what you are learning. For example, if your mother tongue is Arabic, and you are learning Spanish, the information you acquire will only be retrieved when you are attempting to communicate in Spanish. Learning theories prove that long-life learning won't be achieved if not subjected to real practice. If, again, you are learning a new language, you need to use it over and over so that you can retain it on a long-term basis. When you learn something, you acquire new information. To retain that information on a long-term basis, you have to use it as often as possible. Remember, if you don't use it, you'll lose it!

1. In the second paragraph, 'retain it on a long-term basis' means:
 - a) remember what you learn and be able to use it.
 - b) forget it.
 - c) speak the new language for a long time.

2. In the second paragraph, 'according to need' means:
 - a) your brain keeps the information that you use a lot.
 - b) your brain does not store important information.
 - c) your brain deletes information if there is too much of it.

3. The part of the brain responsible for language is:
 - a) the left side.
 - b) the right side.
 - c) the front part.

4. People who have not acquired language before puberty:
 - a) can learn language in a general sense.
 - b) can learn every aspect of language perfectly.
 - c) can not learn language.
5. According to scientists, learning theories prove that long-life learning can only be achieved:
 - a) if subject to real practice.
 - b) if we lead a normal life.
 - c) spontaneously.
6. Injuries to the left side of the brain result in:
 - a) language problems.
 - b) language acquisition.
 - c) good articulation.

Activity 2 Multiple Choices

The Benefits of a University Education

Read the passage below and answer the multiple choice questions that follow.

Individuals benefit from attaining higher levels of education. Research findings demonstrate that university graduates earn more money, have more opportunities for promotion and better working conditions than those who are not university educated. University graduates have a raised awareness of their health. According to research findings, they take better care of their health by exercising more and having more medical and dental check ups. For example, when university educated women are compared to non-university educated women, they are found to have healthier families.

Moreover, university graduates are found to have a higher self-esteem than those who have not attained a university degree. Compared with high school graduates and non-university graduates, university graduates are more satisfied with their jobs, they change their jobs less frequently and are more enthusiastic about life. In addition to this, university graduates are less likely to engage in illegal activities.

Society, in turn, benefits from having more educated citizens. University graduates earn higher salaries and pay higher taxes. This definitely benefits society because that money will be invested in social programs or infrastructure development. Generally speaking, university graduates have better problem solving skills and they are more inclined to treat those from other cultures or those of different opinions with respect and tolerance. By doing this, they strengthen ties among the members of their communities. Finally, university educated people are more likely to be concerned about their environment; consequently, they tend to be more active in their communities, volunteer more often, inform themselves about current events, and they tend to vote. This will of course increase productivity at work immensely which is good for the economy.

1. In the second paragraph, 'graduates have a higher self-esteem' means:
 - a. graduates earn higher salaries.
 - b. graduates are smarter than those who are not university graduates.
 - c. graduates have a positive opinion about themselves.

2. University graduates probably change their jobs less frequently because:
 - a. they have better working conditions and more opportunities for promotion.
 - b. they are healthier than non-university educated people
 - c. they don't engage in illegal activities

3. University graduates pay higher taxes because:
 - a) governments want them to pay for their education.
 - b) they have higher levels of education.
 - c) they earn higher salaries.

4. Women who are university educated:
 - a) tend to take better care of their health
 - b) tend to take little care of their health.
 - c) tend to take more care of their health than men.

5. In the third paragraph, "treating those from other cultures with respect and tolerance' means:
 - a) to treat others with acceptance.
 - b) to work with others even though you don't think they are as good as you are.
 - c) to work with people you don't like being around.

Grammar

Present Simple tense and Present Continuous: Revision

Present Simple tense

Form: The simple present tense uses the **infinitive** form of the verb [with: I, we, you, they] and the **infinitive+ s** [with: he, she, it]. Look at the following patterns of irregular verbs, for example, and decide which one is the infinitive, and why?

did, doing, do, done rose, rise, risen,
 rising, heard, hears, is hearing, hear fell,
 fall, has fallen, fallen gave, given, give,
 giving, hid, hidden, hide, has hidden
 known, know, knew, knows, grow, grew,
 grown, has grown

Use: The infinitive/ infinitive+ s (i.e. the simple present) is used to talk about:

1. Habitual/ regular actions (accompanied by adverbs of frequency)
- 2- Facts

Now study the following pairs of sentences:

1. a- Muslims **go** on pilgrimage to Mecca once a year.
 b- A Muslim **goes** on pilgrimage to Mecca once a year.
2. a- Orange trees **grow** in warm climates.
 b- An orange tree **grows** in warm climates.

Q.1- What is the difference between each pair of sentences?

Q.2- How are the pairs in (1) different from those in (2)?

Negation and Question Formation

The infinitive/ infinitive+ s is negated with **do not/ does not** (contracted to: **don't/ doesn't**). Examples 1 and 2 above are negated as follows:

Muslims **do not go** on pilgrimage twice a year.
 A Muslim **does not go** on pilgrimage twice a year.
 Orange trees **do not grow** in cold climates.
 An orange tree **does not grow** in cold climates.

The infinitive/ infinitive+ s is also made into a question with **do/ does**.

Examples 1 and 2 can be made into wh-questions, for example, as follows:

How often **do** Muslims **go** on pilgrimage to Mecca?
 How often **does** a Muslim **go** on pilgrimage to Mecca?

Where **do** orange trees **grow**?
 Where **does** an orange tree **grow**?

You should notice that **do**, **does**, **do not** and **does not** are followed by the infinitive form of the verb. Negatives and questions of the like are therefore **ungrammatical**:

A Muslim **does** not **goes** on pilgrimage twice a year.
 An orange tree **does** not **grows** in cold climates.
 How often **does** a Muslim **goes** on pilgrimage to Mecca?
 Where **does** an orange tree **grows**?

Spelling:

- Verbs ending in: (**ss**, **sh**, **ch**, **x**, **o**, **zz**) add **-es**. I **watch** He **watches**
 I go → She **goes**
- Verbs ending in: (**consonant + y**) remove the **y** and add **ies**
 I **study** → He **studies**
 But verbs ending in a (**vowel+y**) simply add **s**
 I **buy** → He **buys**

Present Continuous

Form: The present continuous form is made with **be+ infinitive+ing**, where **be** represents **am** (for: I), **is** (for: he, she, it) and **are** (for: we, you, they).

Use:

- Verbs of the form [**be+ infinitive+ing**] are used to describe actions happening now or longer actions around now:
 - Tom is in his room. He **is doing** his homework.
 - Tom and Lisa are busy in their room. They **are doing** their homework.
 - I can't go out with you, sorry. I **am doing** my home work.
- With always/ constantly, the present continuous expresses complaint:
 - Stay out! You are always coming late.

Note: There are some verbs that are not used in the continuous form even when they refer to the present moment. They are called stative verbs as they describe states not actions. Stative verbs include verbs of **knowledge** (know, realize, understand, think...), **sense** (see, hear...), **emotion** (love, like, hate...), **relation** (have, belong, own, consist of, contain, include, possess...) and **linking** (seem, sound, look, smell...):

- She used to have a red car. Now she has a white one.
- Not:** She used to have a red car. Now she is having a white one.

- Speak up, please.... Ok. Now I hear you.

Not: Speak up, please.... Ok. Now I am hearing you.

However, some of these verbs can be used in the continuous form when they describe actions:

- a. This soup tastes delicious.
- b. She is tasting the soup.

- a. I think he is right.
- b. I am thinking of all what he has said.

Negatives and Interrogatives

We add **not** to **am**, **is**, and **are** to make negatives:

- I am not doing anything right now.
- He/ she is not doing anything right now.
- We/ they/ you are not doing anything right now.

In questions, we use **am**, **is** and **are**, but in different positions:

- Are you doing anything right now?
- What are you doing?

• Spelling

1. When verbs end in one stressed vowel between two consonants, we double the final consonant.

e.g.: swim → swimming
 sit → sitting

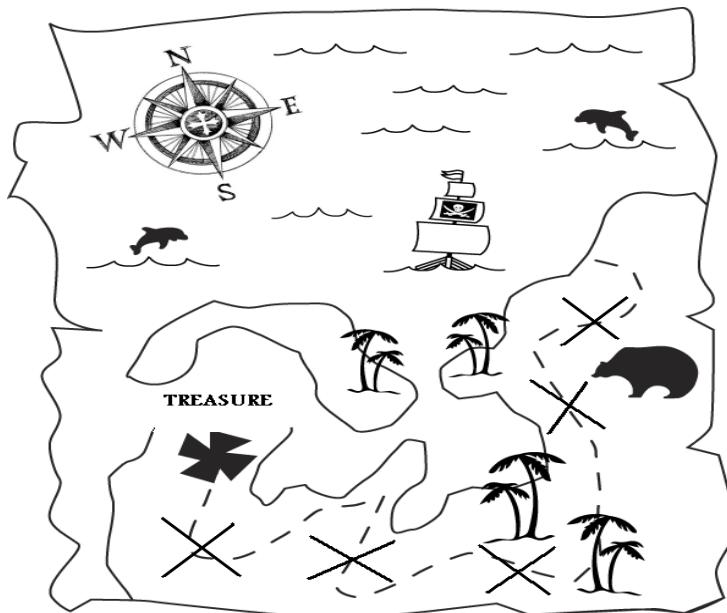
2. When verbs end with '**ie**', we remove the **ie** and replace those with **y**.

e.g.: lie → lying
 die → dying

3. When verbs end with '**e**', we remove the **e** and then we add **-ing**.

e.g.: write → writing
 take → taking

Activity 1 Circle It!
Don't Get Tense!



Cross Sign no. 1
First Question

- My parents _____ in Irbid.
- lives
 - Live
 - Are living

Second Question

- The weather is cold. I think it _____.
- rain
 - rains
 - is raining

Third Question

- Hurry up! Everyone _____ for you.
- is waiting
 - are waiting
 - waits

Cross Sign no.2

- First Question

- I _____ really happy to see you.
- am
 - Is
 - are

Second Question

- She usually _____ for two hours on daily basis.

- a. studeis
- b. Studys
- c. Studies

Third Question

- They _____ to the library very often.

- a. go
- b. goes
- c. are going

Cross Sign no. 3**First Question**

- I've lost my key again. Oh, I _____ things.

- a. always lose
- b. am always losing
- c. always loses

Second Question

- You _____ television. You should do something more active.

- a. are always watching
- b. always watch
- c. always watches

Third Question

- George is never satisfied. He _____.

- a. is always complaining
- b. are complaining
- c. always complains

Cross Sign no. 4**First Question**

- Education _____ the key to knowledge.

- a. are
- b. be
- c. is

Second Question

- I _____ of selling my car. What do you think?

- a. think
- b. Thinks
- c. am thinking

Third Question

- I don't understand why he _____ so selfish today.

- a. is being
- b. is be
- c. is

Activity 2**Write It!****Select the Correct Verb**

Read the following conversation between Fatima, a student who wants to study in the west, and Ms. Miller, Head of the Students' Services Department. Once you have done that, fill in the blanks with the correct verb from the list below. You may use some verbs more than once.

**is are providing
feel**

**am going
am looking**

am

Fatima: Good morning.

Ms. Miller: Good morning. How may I help you?

Fatima: My name ___ Fatima. I'm from Jordan and this ___ my first semester at this university. I ___ very excited about starting here, but I ___ worried about how I ___ to adjust to all of the differences.

Ms. Miller: Hello Fatima, my name ___ Ms. Miller. Don't worry, we have many international students and every September, many of them feel the same way that you feel right now. This semester, we ___ specific programs to help our international students adjust to the cultural differences between their cultures and this culture.

Fatima: Really? What a relief!

Ms. Miller: We also have many different student groups that welcome students from a wide variety of countries and cultures. That's one of our strong points.

Fatima: I ___ forward to participating in these programs and student groups?

Ms. Miller: Just search our website for events or clubs. The information you need ___ just a click away.

Fatima: That sounds simple enough.

Ms. Miller: Before you know it, you will feel right at home here.

Fatima: Thanks a lot, Ms. Miller. I ___ much better now.

Ms. Miller : It ___ my pleasure Fatima. I ___ here everyday during the week. Please stop by and let me know how things work out for you.

Activity 3

Circle It!

Which Sentence Is Correct?

Circle the sentence that is grammatically correct.

1.

- We usually grow vegetables in our garden.
We are usually growing vegetables in our garden.

2.

- Don't take the dictionary away, I need it.
Don't take the dictionary away, I am needing it.

3.

- The water boils. Can you turn it off?
The water is boiling. Can you turn it off?

4.

- I must go now. It is getting late.
I must go now. It gets late.

5.
Do you usually work hard?
Are you usually working hard?
6.
She normally finishing work at 5 p.m.
She normally finishes work at 5 p.m.
7.
I am thinking of selling my car.
I think of selling my car.
8.
Sam and I are going to the library.
Sam and I am going to the library.
9.
She doesn't know how to drive.
She don't know how to drive.
10.
Please speak up. Now I hear you.
Please speak up. Now I am hearing you.

Activity 4**Circle It!****Select the Correct Option**

Look at the sentences below and circle the correct answer.

1. They (are designing / design) a new campus outside the city.
2. The assessment (are / is) next week.
3. (Do you know / Are you knowing) how to use a dictionary?
4. She (doesn't know / don't know) how to use the computer.
5. She (are dying / is dying) to win that scholarship.
6. Tim (know / knows) how to treat others with respect.
7. How often (do you study / are you studying) Arabic?
8. A liar is someone who (doesn't tell / don't tell) the truth.
9. Vegetarians (are not eating / don't eat) meat.

Listening**Activity 1****Write It!****First Day in College**

Listen to Nadia and Sara and work out what they are talking about.

Audio Script

- Nadia:** Excuse me, hello there!
Sara: Oh, hello!
Nadia: Is this your first day at college?
Sara: Yes, it is. How did you know that?

Nadia: You seem lost. How can I help you?
Sara: Well, I am trying to find the computer labs because my first lecture is being held there.
Nadia: That's great. I am heading to the same place. I can show you around the campus.
Sara: Oh, thank you.
Nadia: The building that is ahead of us is the Faculty of Medicine. It is the largest building in the university. Many students from other faculties take their lectures there because it is situated in the middle and its classrooms are spacious.
Sara: I see. Actually, I take my biology course there.
Nadia: Really? I registered for a biology course there, too.
Sara: Such a co-incidence! I will be really happy to be your classmate.
Nadia: Me too. I usually spend my time in the cafeteria right next to that classroom. So whenever you have free time you can pass by there.
Sara: What do they serve?
Nadia: Well, they make all kinds of sandwiches for breakfast. As for lunch, they prepare three main meals: hamburger with French fries, chicken with broccoli and pasta.
Sara: Yummy, I really like broccoli!
Nadia: Oops, we just passed by the computer labs! I'd better run to class. I am looking forward to seeing you in the biology lecture. Have a great day!
Sara: You, too! Thank you so much for showing me around.
Nadia: You're welcome , by the way, what's your name?
Sara: My name is Sara, and yours?
Nadia: Mine is Nadia. OK -- I'll see you soon then Sara.
Sara: Take care and thanks again.

Listen and then answer the questions below by choosing the correct answer from a, b and c.

1. Sara is a _____.
a. freshman b. sophomore c. faculty

2. The Faculty of _____ is the largest in the university.
a. Administration b. Medicine c. Education

3. Sara thanked Nadia for showing her _____.
a. into b. back c. around

4. Sara is happy to be Nadia's _____.
a. classmate b. supervisor c. tutor

5. Sara and Nadia are _____ in the same biology course.
a. registered b. failing c. interested

Activity 2 Circle It!**Multiple Choice**

- 1) Listen to the following conversation and work out the problem Dr. Mills has with her students and what Dr. Scott advises her to do.

Audio Script

Dr. Mills: Oh, my God! This lecture was a disaster!

Dr. Scott: Why? What happened?

Dr. Mills: I really don't know what to do. I tried many ways to make the lesson as interesting as possible, but the students didn't interact at all!

Dr. Scott: What is your lesson about?

Dr. Mills: It is about the water cycle.

Dr. Scott: Well, I know what you mean. I've found that, at this level, most students like to do things themselves instead of passively listening to lectures.

Dr. Mills: What do you mean?

Dr. Scott: Well, I find that my students like getting involved – actively participating in activities. They want to be active learners.

Dr. Mills: But I have all my lectures prepared.

Dr. Scott: Yes, but you might just find that it's worth it to include activities that your students can participate in. For instance, you can take them to the computer lab during the lesson and let them conduct their own research related to the topic and find websites related to the lessons. This way, they will be involved in the work and it will generate enthusiasm. Some of them will compete to find the most interesting website.

Dr. Mills: Or, instead of writing an essay about it, they can illustrate it in a diagram.

Dr. Scott: See, there you go!

Listen again and answer the multiple choice questions that follow.

1. Dr. Mills and Dr. Scott are:
 - a. students
 - b. parents
 - c. instructors
2. Which one was frustrated?
 - a. Dr. Mills
 - b. Dr. Scott
 - c. neither
3. The lesson was about:
 - a. genetics
 - b. DNA
 - c. the water cycle
4. Dr. Mills suggested:
 - a. engaging the students
 - b. taking the students to the computer lab
 - c. both (a) and (b)

5. Browsing the internet:
 - a. helps the students illustrate the water cycle in a diagram
 - b. may generate more enthusiasm
 - c. none of the above

Pronunciation

Pronunciation Focus:

ENGLISH SOUNDS: CONSONANTS AND VOWELS (REVISION)

Activity 1

Give the phonetic symbol for the initial consonant sound(s) in each of the following words.

- a) One _____ /w/
- b) know_____ /n/
- c) Thomas_____ /t/
- d) sure_____
- e) cereal_____ /s/
- f) jaguar_____
- g) unity_____ /j/
- h) theme_____
- i) chorus_____ /k/
- j) chaste_____
- k) wrong_____ /r/
- l) zero_____ /z/
- m) ghost_____ /g/

Activity 2

Identify the vowel sounds in each word and tick the correct box.
For some words, you will have to tick two boxes

<i>Words</i>	/e/	/ɒ/	/ʊ/	/i:/	/ʌ/	/ɪ/	/ə/	/æ/	/ɔ:/	/a:/	/ɜ:/	/u:/
bring												
box												
artist												
mother												
stamp												
daughter												
thirdly												
sugar												
breakfast												
blue												
police												
woman												

Activity 3

Read aloud the following words given in broad transcription and then write them out in ordinary spelling.

1. /ju:ʒwəl/

5. /'mɪdl/

9. /sə:m/

12. /jʌŋ/

15. /θɪŋk/

2. /dʒæz/

6. /'rɪŋŋ/

10. /'ə:təm/

13. /ri'zɪst/

16. /'pædl/

3. /'kɑ:pɪt/

7. /hju:dʒ/

11. /wɔ:k/

14. /bɔ:t/

4. /snɪ:z/

8. /nɜ:s/

Speaking

Activity 1

Offline Activity

Share Your Opinion

- a. Form teams of four.
- b. With your teammates, discuss whether team work is an effective way of learning or not.
- c. Work together to form eight sentences to explain your opinion.
- d. Each team will be called upon to present their ideas to the class.
- e. Each team member will have to present two sentences.

The following questions may help you:

1. Do you prefer to work by yourself or as part of a team?
2. What are the advantages of studying with your teammates?
3. What are the disadvantages of studying with your teammates?
4. Would you prefer to study in a quiet place, for example in a library, or in a crowded place like a coffee shop? Why?

Activity 2**Offline Activity****What do you think?**

- a. Form teams of four.
- b. With your teammates, discuss your thoughts about the quotations that follow these instructions. Do you agree with the quotation or disagree?
- c. Each team will choose one quotation to discuss.
- d. Each member of each team will be called upon to discuss their thoughts about the quotation they have selected. If possible, try using some of the words from the Word List in your discussion.

Quotation No. 1

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

- Chinese Proverb

Quotation No. 2

"It is a thousand times better to have common sense without education than to have education without common sense."

- Robert Green Ingersoll

Quotation No. 3

"Education is not received. It is achieved."

- Unknown

Quotation No. 4

"I never completed high school and I am very rich and very successful."

- Unknown

Activity 3**Circle It!****Pick and Choose**

- a. Form teams of four.
- b. Choose one of the questions.
- c. With your team members, discuss possible replies to these questions.
- d. Express your thoughts in complete sentences.
- e. Each team will be called upon to present their opinions to the class.
- f. Select one member to present his/her team's answers.

First Card's Question:

Is it important to have a dictionary while reading something for the first time?

Why?

Second Card's Question:

Which kind of learning activities do you like best? Why?

Third Card's Question:

What was the most important or useful thing you learned today?

Writing

"Education is not received. It is achieved."

- Unknown

Writing Focus

Summarizing

A good way to remember a story or an article is to think about the most important ideas after you finish reading it. Then write a **summary**. A summary is a short statement, in your own words, that highlights the main ideas of an article or the most important parts of a story. A summary for an article should discuss the main ideas and leave out unimportant details. Ask yourself who, what, when and where to help you find the main ideas. For instance, a summary should point out the goals of the characters, how they tried to reach these goals, and whether they succeeded.

Summary Guidelines

1. Consider the purpose and the audience for a summary before reading.
2. Read through the article carefully.
3. Look for main ideas while reading.
4. Concentrate on what you read.
5. Read the article again.
6. Paraphrase in other words the main ideas.
7. Write the first draft of the summary. The first draft should not be longer than one third of the original length of the article.
8. Revise the first draft of your summary.
9. Write the final draft of the summary.

Activity 1 Write It!

Summarizing

- a. Summarize one of the two articles in the reading section.

Word List

lecture (n.)	a talk about a subject to an audience or a class
highlight (v.)	to give special attention to something; emphasize
inspiration (n.)	stimulation of mind or feelings to do something beyond a person's usual ability; creativity
register (v.)	to put someone's name in an official list
coincidence (n.)	events that accidentally happen at the same time but seem to be connected
demonstrate (v.)	to show or prove something
sophomore (n.)	a student in the second year of a course at a high school, college or university
tutor (n.)	a person who teaches one person or a small group at a time
Supervisor (n.)	a person who is in charge of someone
thesis (n.)	long written essay submitted by a candidate for a university degree
dissertation (n.)	thesis
module (n.)	a part of a course of learning
bachelor (n.)	a person who has earned a degree conferred by a 4 year college or university
tuition fees (n.)	the charge for instruction at a private school, college or university
determination (n.)	quality of being firmly committed to doing something
adjust (v.)	to become or make suited to new conditions; adapt
administration (n.)	all the activities involved in the management or supervision of affairs or business
internship (n.)	any official or formal program to provide practical experience for beginners in an occupation or profession
assist (v.)	to give support or aid
culture (n.)	state of intellectual development of a society



Al-Balqa Applied English (2)



English

A large, irregular tear is cut through a textured, reddish-brown paper surface, revealing a white rectangular area underneath. The word "English" is printed in a bold, purple sans-serif font on this white background.

Second Edition

LANGUAGE CENTER

UNIT 2

Al-Balqa Applied University

Balqa Applied English 2

Unit 2

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Unit 2 Nature or Nurture?

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"When I was born I was so surprised I didn't talk for a year and a half."

- Gracie Allen

Learning Objectives

1. Form sentences using the past simple tense.
2. Form sentences using the past continuous tense.
3. Distinguish between the uses of the past simple and continuous tenses.
4. Read and understand passages on topics introduced in this unit.
5. Write a meaningful paragraph with a main idea and a topic sentence.
6. Distinguish between the three types of sentences:
 - a. Topic sentence
 - b. Supporting sentence
 - c. Concluding sentence
7. Converse using the new vocabulary from this unit's Word List.
8. Enable students to structure and deliver presentations with reasonable measure confidence.
9. help students accurately produce and differentiate English diphthongs.
10. By learning the specific sound combinations and articulation techniques, students can develop the ability to produce diphthongs correctly and avoid common pronunciation errors.
11. 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.

revolve	store	overeat	understand	use
suppress	break	activate	receive	uphold

Words	Synonyms
utilize	
quash	
twist	
inherit	
stockpile	
gorge	
break down	
trigger	
continue	
perceive	

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

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

1. **ingavcr** – strong desire _____
2. **ialned** – refusal to accept reality _____
3. **inav** – having no value or significance _____
4. **icfdeit** – amount by which something is too small _____
5. **seauna** – feeling of sickness or disgust _____
6. **nishav** – disappear completely and suddenly _____
7. **allegnehc** – test the ability of somebody _____
8. **dealp** – make repeated urgent requests to somebody for something _____

Activity 3

Read the following definitions and try to guess the corresponding words.

A specialist in the care of babies	
to stop somebody from concentrating on something	
A distinguishing characteristic in somebody's personality	
troubled feeling in the mind caused by fear and uncertainty about the future	
caused by an obsession	
A thing for which somebody has a strong liking or enthusiasm	
be exceptionally good at something	
state of not having the normal benefits of adequate food	

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

Look at the list below and select the word that best completes the sentences that follow.

metabolism	urged	disorder	potential	symptom
humiliation	self-esteem	nutritionists	diabetes	equip

1. Everyone began shouting at once and the meeting finally ended due to the _____.
2. If you are obese, you have an increased risk of developing _____.
3. Having high_____ helps you accomplish your goals in life.
4. Frequent anxiety can be a_____ of social phobia.
5. _____ on by his colleagues, he applied for the position.
6. A good education should_____ you for life.
7. She suffered public_____ when she forgot the words to her speech.
8. It is easier to lose weight if you have fast_____.
9. She believed she had_____, but she didn't know how to make the most of it.
10. She visited many _____, but she still couldn't stop eating junk food.

Activity 5
Circle It!
Multiple Choice

Circle the correct answer.

1. A _____ diagnosed her son with autism.
 - pediatrician
 - symptom
 - disorder
2. One of his less attractive _____ is criticizing his family in public.
 - traits
 - passion
 - potential
3. Everyone should _____ what he or she can afford.
 - perceive
 - escalate
 - contribute
4. He _____ with his parents for a more understanding attitude.
 - eliminated
 - pleaded
 - excelled
5. I was ____ for a nice refreshing drink.
 - craving
 - sustaining
 - twisting
6. I eat normally in front of people, but I _____ when I'm alone.
 - quash
 - gorge
 - equip

Reading

"The optimist proclaims that we live in the best of all possible worlds; and the pessimist fears this is true."

- James Branch Cabell

Activity 1

Circle It!

Sally's Challenge at School

Read the following story quickly and work out the problem Sally had at school.

Sally's Challenge at School

Throughout my early years at school, my teachers always seemed frustrated with me. I would always hear them say: "You forgot your homework! You don't ever complete assignments on time! You are so slow! You're such a moody child!" I still hear all of those voices in my head and they bring back very hurtful memories. Those memories remind me of how my teachers used to become upset each time I failed to answer a simple question. I used to be the subject of ridicule in class. I also can't forget how my parents were worried all the time. They were always wondering what was going on. Even my classmates used to pick on me and bully me all day long. I couldn't wait for the weekend to come so that I could hide in my house and have a break from school. Truly, they were days I wish I could forget.

One day I read an article that helped me understand. The article was about attention deficit disorder (ADD). When I was a student at school, I found it difficult to stay focused for long periods of time. Sometimes, each hour that passed felt like a day. I just couldn't listen to the teachers for more than ten minutes. I felt deep inside that I had good potential, but my problems at school were making my life miserable. When it came to school work, most of the time I felt frustrated. However, when I read that article many questions about why those things were happening to me at school were answered.

Amazingly, I made it to college, but it was very challenging. To help me reach my goals, I started making to-do lists just to get everything done without forgetting anything. It was really hard to prioritize my work because

even if I started with small things, they would take so long. When things became very stressful, sometimes I couldn't concentrate at all. At one point, I felt like everything was collapsing, even my relationships with everyone around me. Throughout my years at college, I failed many courses. Part of the problem was because I would sign up for too many courses, and by the time I realized how much work they would require, I would wait too long before deciding to drop courses. So I ended up with a lot of 'Fs'. College was a big leap forward though. I stuck to it and, even though it took me longer than it took my friends, I made it!

I still think the article on ADD helped me through many difficult times. Just knowing that others had the same challenges made me feel better. The article mentioned that the symptoms of ADD were not all negative. Adults with ADD also have many positive traits such as having free spirits and lively minds. The article also said that people with ADD have a spontaneous approach to life -- and that approach can be infectious. Although I was struggling in some ways, I also had all of these attributes as well. So the news wasn't all bad.

I felt as though no one could really accept me as I was. Although I had such problems focusing for prolonged periods of time, and I found it difficult to meet deadlines, I was creative. In fact, my boss once told me, "You excel at thinking outside of the box." This was one of the few times I felt proud of myself. It didn't use to last long though because my colleagues used to find a way to twist it all back to the fact that I wasn't as competent as they were.

After reading the article, I realized that I wasn't the only one who was facing these challenges. I scheduled an appointment with a counselor so that I could discuss my issues with someone who understood my specific challenges. I also wanted to find out whether treatment would be appropriate for me. The ball was in my court. I decided to put all of my energy into getting things on track. I joined the ADD Association where I met other people who also had ADD. Together we shared our experiences, laughed together and cried together, but mostly we all began feeling less alone in dealing with our challenges. Together, we began to look at the bright side of our situations. Things are much better now, and will still improve tremendously if I keep it up. And, the good news is: I AM KEEPING IT UP!

Read the story again and answer the following questions.

1. The narrator's life began to change dramatically when:
 - a. she read an article about ADD.
 - b. she used to hear many disturbing comments throughout her early years at school.
 - c. she used to ignore all the disturbing comments directed to her.
2. When the narrator was a student at school, she:
 - a. used to be able to pay attention.
 - b. found it difficult to stay focused.
 - c. used to have lots of friends.
3. The narrator was devastated because:
 - a. she knew she didn't have potential.

- b. of her problems at school.
 - c. she was brilliant.
4. When she enrolled in college, she:
- a. had everything fixed by that time.
 - b. turned into an organized person.
 - c. had to deal with many stressful situations.
5. "I started looking at the bright side," means:
- a. she was a fun person.
 - b. she appreciated everything her eyes fell on.
 - c. she looked at things in a positive way.
6. The second step she took after reading the article was:
- a. putting all her energy to work things out.
 - b. setting an appointment with a counselor.
 - c. working on her self-esteem.
7. "Thinking out of the box" means:
- a. thinking negatively.
 - b. thinking positively.
 - c. thinking in a creative way.
8. "The ball was in my court" means:
- a. she was a good football player.
 - b. everything was up to her.
 - c. everything was under control.

Activity 2

True or False

Maria's Presentation Experience

Read the following story quickly and find out about Maria's problem.

Maria's Presentation Experience

One day Maria's professor told the class that each of them had to do a presentation. Maria was a good student, so she enjoyed doing the research, but the thought of presenting it made her feel extremely anxious. She pleaded with her professor, but she couldn't persuade him to let her hand in an assignment instead. There was no way out – she had to do the presentation.

Maria was the kind of person who had few friends at school. Although she was a lovely person, she had a continuous fear of saying something that would lead to embarrassing her in front of everyone. In fact, that was why she often spent most of her time alone or with her best friend, Sam, who was the only person she felt comfortable with.

People with social phobia usually find their anxiety triggered by situations such as: being the centre of attention, being watched or observed while doing something, having to speak in public or even having eye contact with others. The thought of standing in front of the class to give a presentation horrified Maria. She was worried that she would embarrass herself in public and would start blushing, and sweating excessively. What if she had nausea? She was not ready to deal with all of that. Deep inside she knew she was had to confront her fears.

Two weeks before the due date of the presentation, Sam gave Maria a book about social phobia self care. The book helped Maria understand, live with and, eventually, overcome her phobia. Maria had to shift her feelings and turn them into positive thoughts. She had to stop the negative thoughts that caused her fear of social situations. Once she was able to identify these negative thoughts, she would be able to challenge them. She wanted to steer herself away from denial and face reality. Instead of saying, "I am going to look stupid," she thought, "Even if I am nervous, will people necessarily think I look stupid?" Instead of, "I don't have anything interesting to say," she thought, "I worked hard to make sure that I knew a lot about my research topic so I will have lots of interesting things to say." By changing her way of thinking, Maria was able to perceive anxiety-triggering situations. Sam's friendship helped too.

The day of the presentation approached. Maria was so nervous that she vomited. "I can do it!" Maria kept on reminding herself. "I can do it and I will!" she said repeatedly. On stage, she slipped many times but she just paused for a moment, and refused to let her fears take over. She simply focused on the present moment, took a deep breath and continued. Maria was so grateful to Sam for providing her with that book. That presentation was an enormous challenge, but Maria succeeded.

Read the story again and find out whether the following statements are true or false.

1. Social Phobia is an overwhelming fear of embarrassment in everyday situations.

TRUE

FALSE

2. For a person with social phobia, being the center of attention is the worst thing.

TRUE

FALSE

3. Sam wanted Maria to embarrass herself.

TRUE

FALSE

4. Going to a therapist helped Maria to perceive anxiety-triggering situations.

TRUE

FALSE

5. Sam was the only friend Maria felt comfortable with.

TRUE

FALSE

6. Maria believed that she would do worse with her next presentation.

TRUE

FALSE

7. Excessive sweating and nausea can be symptoms of social phobia.

TRUE

FALSE

Grammar

Focus 1: Simple Past

Simple Past

1. Form:

When we form the past simple we should take into account whether the verb is regular or irregular. Regular verbs form their past tense by adding (**-ed**) to the base form. For example:

Play - played

Visit - visted

Irregular verbs have no general rule that governs the formation of the past simple.

Base form	Simple past
have	had
is	was
are	were
go	went
give	gave

2. Use:

The simple past refers to an action that started and ended at **specific points in the past** (yesterday, ago, last week, in 2001, in the past, at the time, etc). Look at the following sentences:

1. Ahmed visited his parents last weekend.
2. The new manager met the sales representative this morning.

3. Negative:

In both regular and irregular verbs the negative form is formed with **did not + base** (contracted as **didn't + base**).

Ahmed visited his parents last weekend.	Ahmed did not visit his parents last weekend.
The new manager met the sales rep. this morning.	The new manager did not meet the sales rep. this morning.

4. Interrogative:

In both regular and irregular verbs the interrogative form is formed with **(did + subject + base)**.

Ahmed visited his parents last weekend.	Did Ahmed visit his parents last weekend?
The new manager met the sales rep. this morning.	Did the new manager meet the sales rep. this morning?
Sally left two hours ago.	When did Sally leave?
Sami killed a snake last night.	What did Sami kill last night?

5. Exception: Verb (to be)

She was absent yesterday.	Was she absent yesterday?
They were absent yesterday.	Were they absent yesterday?

6. Spelling rules:

The spelling of the verb is changed before adding the (-ed) in the following two cases:

1. In verbs ending in a consonant preceded by a vowel, double the consonant (on the stipulation that the verb is monosyllabic or ends in a stressed syllable):

rub	- rubbed
plug	- plugged
prefer	- preferred

commit - committed

2. In verbs ending in (-y) preceded by a consonant, change the (-y) into (i).

e.g:

study – studied

try – tried

3. In verbs ending in (-c) the (-c) is changed into (-ck):

traffic - trafficked

picnic - picnicked

4. In verbs ending in (-l) preceded by a vowel, the (-l) is doubled:

travel - travelled

rebel - rebelled

Focus 2: Past Continuous Tense

* Form: was/were + verb/ing

The **past continuous tense** is used to refer to:

1. An action that was **in the middle of happening** at a stated point of time **in the past**.

E.g.: At 8 o'clock last night she **was working** on her presentation.

2. For two or more actions which were happening at the same time in the past.

e.g.: While Maggy **was explaining** binge eating, Sally **was listening** attentively.

3. A past action which was **in progress** when another action interrupted it.
We use the past continuous for the **interrupted** action and past simple for the action which interrupts it.

e.g.: She **was pleading** with her professor when Sam **called**.

Affirmative	Negative		Interrogative
	Long Form	Contraction	
I was gorging.	I was not gorging.	I wasn't gorging.	Was I gorging?
You were stockpiling	You were not stockpiling	You weren't stockpiling.	Were you stockpiling?
He was	He was not	He wasn't contributing	Was he contributing?

contributing	contributing		
She was pleading	She was not pleading	She wasn't pleading	Was she pleading?
It was collapsing	It was not collapsing	It wasn't collapsing	Was it collapsing?
We were chatting	We were not chatting	We weren't chatting	Were we chatting?
You were twisting	You were not twisting	You weren't twisting	Were you twisting?
They were talking	They were not talking	They weren't talking	Were they talking?

- Time Expressions used with the past continuous:

- while
- when
- as

Activity 1

Circle It

Food and Nutrition

Circle the correct form of the verb in brackets and write it to fill in the blanks.

1. I _____ (was buying / bought) a number of books on nutrition last week.
2. There_____ (was / were) a shortage of food in some countries after the war.
3. She _____ (ate / was eating) uncontrollably when I came in.
4. She_____ (changed / was changing) her way of dealing with negative emotions as soon as she_____ (realized / was realizing) the consequences of binge eating.
5. She _____ (gorged / was gorging) on her favorite binge food when her mother_____ (came in / was coming in).

Activity 2

Write It

Social Phobias

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

1. Although Maria was a lovely person, she _____ (had / was having) a continuous fear of embarrassment.
2. Sam _____ (gave / was giving) Maria a book about social phobia self care yesterday.
3. Before she _____ (did / was doing) the presentation, Sam _____ (encouraged / was encouraging) her a lot.
4. Maria simply _____ (focused / was focusing) on the present moment, (took / was taking) _____ a deep breath and _____ (continued / was continuing) her presentation.
5. When Maria _____ (finished / was finishing) the presentation, she _____ (felt / was feeling) proud of herself.

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

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

1. Jim and Rona _____ two years ago after having a long friendship.
 - a. married
 - b. marry
 - c. were marrying
2. Jim _____ to hide his intense feelings when he was talking to his parents.
 - a. try
 - b. was trying
 - c. were trying
3. My problems at school _____ my life miserable when I was at school.
 - a. make
 - b. were making
 - c. was making
4. College _____ a big leap forward, but it was very stressful.
 - a. were
 - b. was being
 - c. was
5. Although I _____ in some ways, I also had many strengths.
 - a. was struggled

- b. were struggling
c. was struggling
6. When they were at school together, they shared a lot of experiences; they _____, cried and played together.
- a. laughed
b. were laughing
c. laugh

Activity 4**Tick It****Which Sentence Is Correct?**

Tick next to the grammatically correct sentence.

1.
 - She recognized the potential for error in the method being used.
 - She was recognizing the potential for error in the method being used.
2.
 - What led you to this conclusion?
 - What was leading you to this conclusion?
3.
 - This demonstration was being a symptom of discontent among the students.
 - This demonstration was a symptom of discontent among the students.
4.
 - She deprived herself of food for a while, but she ended up binging and regretted it afterwards.
 - She was depriving herself of food for a while, but she ended up binging and regretted it afterwards.
5.
 - She were having a continuous fear of being humiliated in front of others.
 - She had a continuous fear of being humiliated in front of others.
6.
 - She imposed her ideas on the group during our last meeting.
 - She was imposing her ideas on the group during our last meeting.

Listening

Activity

Multiple Choice

Autism

Listen carefully to the following article about autism and circle the best answers for the multiple-choice questions that follow.

Audio Script

Autism

Autism is a brain disorder that impedes the brain from absorbing information. It leads to an inability to communicate with others, and it frequently disrupts education and social behavior and affects how a child talks, plays or interacts.

The symptoms of autism vary from one person to another, but they all share the following main characteristics. Typically, autistic children have difficulty understanding what others are thinking and feeling. They seem to live in their own world. They have trouble sharing emotions and making friends because they lack interest in people around them or the surrounding environment. Autistic children often perform repeated hand movements, such as playing the same game repeatedly. In fact, this is also considered to be a main symptom of autism. In addition to that, autistic children are extremely sensitive to change. For instance, they are disturbed by small changes in their routine, such as moving from one place to another. They also respond negatively to everyday sounds because they are so overly sensitive to sounds.

Melanie is a married woman who has three children. When her third child arrived, things just didn't seem right. At the age of 6 months, her child didn't show any joyful expressions or even smile. When her son was two years old, he still couldn't pronounce a word. He never looked at her when she talked to him. She tried many times to make eye contact with her son, but couldn't. He used to spend many hours just stacking blocks - one on top of the other. Whenever they fell, he would cry a bit, then he would just begin stacking them all over again. If they put him in front of the TV, he would spend hours watching without any movement. She realized that his behavior wasn't really normal. When she took him to the pediatrician, she received the shock of her life – she found out that her son was autistic.

Life was harsh for Melanie and the people around her didn't make it any easier. If she took her son to a park, the other kids would stare in astonishment at her son's behavior. The mothers would say things like "What's wrong with your son?" No one really understood which made her feel very lonely. However, she found an organization for people who shared the same challenges. They also had autistic children. Having an autistic child wasn't something easy to talk about. She felt better when she joined this group because the members shared their experiences with each other. She felt they knew exactly what she was going through, because they were going through the same vicious cycle. Suddenly, she didn't feel quite as alone. In spite of everything, Melanie, like the other parents, loved their autistic children.

1. Autism is:
 - a. a brain disorder that affects a child's development.
 - b. lacking the ability to communicate.
 - c. having the difficulty to understand what other people think or feel.

2. The symptoms of autism are:
 - a. being stressed and unfocused.
 - b. inability to communicate and repetitive behavior.
 - c. talking and laughing too much.

3. Melanie's autistic child was:
 - a. the fourth child.
 - b. the third child.
 - c. the second child.

4. At first, Melanie thought her child's behavior was:
 - a. positive.
 - b. negative.
 - c. neutral.

5. People around her used to:
 - a. stare at her son's behavior in astonishment.
 - b. make fun of her son's behavior.
 - c. tell her to keep her son quiet.

6. Melanie started feeling better when she:
 - a. went to a counselor.
 - b. joined an organization for parents with autistic children.
 - c. ignored her autistic child.

Pronunciation

DIPHTHONGS: PART (A)

Part B is in Unit Three.

Diphthongs: A diphthong is a gliding vowel formed by a combination of two short vowel sounds within the same syllable.

Part A: (/ ɔɪ / , / aɪ / , / əʊ / , / au /)

/ ɔɪ /	boy	/ bɔɪ /	toy	/ tɔɪ /	oil	/ ɔɪ /
/ aɪ /	ī	/ aɪ /	sky	/ skar /	five	/ farv /
/ əʊ /	old	/ əʊld /	cold	/ kəʊld /	gold	/ gəʊld /
/ au /	how	/ hau /	now	/ nau /	hour	/ 'auə /

Activity 1

Circle the word which has the same diphthong:

/ aɪ /	/aɪ/	/ɔɪ/	/əʊ/	/au/
a. dear b. shy b. shame	a. buy b. cloud c. mail	a. soap b. voice c. wrote	a. about b. home c. coin	a. chose b. point c. how

Activity 2

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

1. emotional /əʊ/ /əʊ/
2. noisy /ɔɪ/ /əʊ/
3. foreground /əʊ/ /əʊ/
4. stylish /eɪ/ /aɪ/

Speaking**Activity 1****Offline Activity****Class Presentations**

1. Form teams of four.
2. With your team members, think and talk about how you feel about giving presentations in front of the class.
3. Share your ideas among your team.
4. Your instructor will call on you to express these feelings in front of the rest of your class.

Activity 2**Offline Activity****Binge Eaters Everywhere!**

1. Form teams of four.
2. With your team members, discuss the differences between occasionally overeating and binge eating. Do you have a friend who binges?
3. How can you help that friend? What advice would you give him/her?
4. Your instructor will check with each team to listen to your conversations.

Activity 3**Circle It!****Pick and Choose**

- a. Form teams of four.
- b. Choose one of the questions.
- c. With your team members, discuss possible replies to these questions.
- d. Express your thoughts in complete sentences.
- e. Each team will be called upon to present their opinions to the class.
- f. Select one member to present his/her team's answers.

First Card's Question:

How would you deal with an autistic friend or relative?

Second Card's Question:

What would you do if someone you cared about was diagnosed with ADD?

How would you help that person? Would you show your support?

Third Card's Question:

If you had a very serious problem, who would you talk to about it? Would you seek a counselor for help? Why or why not?

Writing

"Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved."

- Helen Keller

Writing Focus**The Topic Sentence**

The topic sentence states the main idea of a paragraph.

The first sentence in the paragraph is usually the topic sentence. The topic sentence informs the reader of what the paragraph is going to be about.

Supporting Sentences

The sentences that follow the topic sentence provide specific information that supports the main idea in the topic sentence.

A paragraph should have enough information to develop the topic sentence. If that is not the case, you will end up with a weak paragraph; empty and uninteresting. To make your paragraph effective, you should have a minimum of three supporting sentences. If appropriate, provide examples as well.

The Concluding Sentence

The concluding sentence may be used to summarize or restate the paragraph's main idea.

Sometimes a paragraph may be long and complicated or may include details that the writer wants to emphasize. Such a paragraph may end with a concluding sentence that sums up the key points made in the paragraph.

Activity 1

Write It!

Are you emotionally intelligent?

- Write the first draft of a paragraph about a time you felt you demonstrated emotional intelligence.
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft. You will receive instructions in class about how to submit the assignment.

For example:

Think of a time you used your emotional intelligence to resolve a conflict or to solve a problem.

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

Activity 2

Write It

What makes you anxious?

- Write an extended paragraph about a time when you felt anxious.

How did you handle it?

What did you do to overcome your anxiety?

- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Word List	
metabolism (n.)	chemical process by which living matter is broken down into simpler substances
deprivation (n.)	State of not having the normal benefits of adequate food, housing, self care, etc
craving (n.)	strong desire
urge (n.)	strong desire or impulse
deficit (n.)	amount by which something is too small
disorder (n.)	lack of order
potential (n.)	qualities that exist and can be developed
pediatrician (n.)	a specialist in the care of babies
symptom (n.)	sign of the existence of something else, such as a disease
trait (n.)	Distinguishing characteristic in somebody's personality
Vain (n.)	Having no value or significance
humiliation (n.)	the act of making somebody feel ashamed or disgraced
anxiety (n.)	troubled feeling in the mind
anxiety (n.)	troubled feeling in the mind caused by fear and uncertainty about the future
self-esteem (n.)	good opinion of one's own character and abilities
denial (n.)	refusal to accept reality
nausea (n.)	feeling of sickness or disgust
nutritionist (n.)	an expert in the study of human diet
compulsive (adj.)	caused by an obsession
diabetes (n.)	Disease of the pancreas which prevents sugar and starch being properly absorbed
passion (n.)	Thing for which somebody has a strong liking or enthusiasm



Al-Balqa Applied English (2)



A large, torn piece of brown paper is shown, revealing a white rectangular area where the word "English" is printed in bold, purple capital letters.

English

Second Edition

LANGUAGE CENTER

UNIT 3

Al-Balqa Applied University

Balqa Applied English 2

Unit 3

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"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 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 formed 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	/tʊə /	poor	/pʊə /	sure	/ʃʊə /
/eə /	air	/eə /	hair	/həə /	bear	/bəə /
/eɪ /	may	/mɛɪ /	say	/sɛɪ /	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
c. 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 something keen to do
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