Al-Balqa Applied English (1)



Third Edition

LANGUAGE CENTER

UNIT 3

Al-Balqa Applied University

Balqa Applied English 1
Unit 3
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Learning Objectives

By the end of this unit you should be able to:

- **Use the past simple correctly.**
- **Write a short paragraph using the *past simple*.**
- **Write a paragraph using new vocabulary from the Word List.**
- **Participate in short conversations using past simple.**
- **Recognize the variations of the final –ed sound.**

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"The secret of joy in work is contained in one word – excellence. To know how to do something well is to enjoy it." Pearl S. Buck

Vocabulary

Activity 1
Write It
Hangman

Fill in the blanks by writing the appropriate word from the Word List in each of the spaces below.

fired -– rehearse - promotion - disorganized – presentation
entire – nervous – hire – unfortunately

1. I think I'll use PowerPoint slides for my_____.
2. I am a musician. I have to_____before playing at the concert tonight.
3. _____I can't make it to the game tonight, I have an exam tomorrow.
4. I can't find my keys again! I am so_____!
5. How long did it take you to finish the_____assignment?
6. I always get so_____before speaking in front of an audience.
7. My supervisor warned me that if I was late again, I would be_____.
8. I worked so hard to get that_____.
9. I think the interview went really well. I hope they_____ me.

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Activity 2
Write It
Jumbled Letter

thensiausm- antiniptace- usiamcin- eicifntef- mcomedreend- xerienepce- aralys- drobe

1. She got so excited about the game. I liked her_____.
2. He didn't_____the surprise party at all! We really surprised him.
3. That_____plays the guitar.
4. The committee hired a manager with a lot of experience because they needed someone.
5. The committee_____that they hire more staff.
6. Do you have any_____in this area?
7. Well I would like to hire you. What kind of_____ did you have in mind?
8. I was so_____. I almost fell asleep twice.

Activity 3
Write It
Opposites

Write the antonyms.

unprofessional – fortunate – distracted – inconsistent – dissuade – fire - employee – invisible - demoted

Unfortunate	
Visible	
Promoted	
Hire	
Boss	
Convince	
Consistent	
Professional	
Focused	

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Reading

"Genius is one percent inspiration and ninety-nine percent perspiration."
Thomas Alva Edison

Activity 1
Multiple Choice
Could you be a manager?

Read the following article and then answer the questions that follow.

Many decision-makers report that effective communication skills are one of the most important factors to consider when selecting managers. Communication skills reduce misunderstandings and enhance our working relationships. In spite of this, many of us haven't fully developed this essential skill.

To communicate successfully, the person who wishes to communicate must transmit his/her intended message to the recipient or recipients they wish to communicate with. To be effective, communication has to be unambiguous. This way both the receiver and the sender will reduce misunderstandings.

In face-to-face conversations, both sender and recipient can rely on many subtle cues that facilitate understanding. For instance, facial expressions, tone of voice, hand gestures – all of these provide additional information. Unfortunately, many of these cues are missing in emails and chats. As a result, it's easy to misunderstand email messages or online chats.

To enhance communication, managers must communicate clearly and concisely. In a work situation, effective managers should communicate what they require of their employees -- and when they require it. If employees consistently fail to fulfill their responsibilities, the manager should communicate with employees about their need to improve their performance. Clear communication is the foundation for good working relationships. To be an effective manager, you must have strong communication skills. Do you have the communication skills to be a manager?

1. **Decision-makers report that:**

a) A lot of people should not be managers.
b) Managers don't communicate properly with staff.
c) Staff think managers are useless.
d) It's important for managers to have good communication skills.

2. Successful communication means:

a) Communication should be ambiguous.
b) The sender transmitted his/her intended message to the receiver.
c) Both the sender and receiver have misunderstandings.
d) The communicator is as ambiguous as possible.

3. Email and chatting can create problems because:

a) They are just for fun.
b) Chatting is full of mixed cues.
c) Email has too much information.
d) Email and chatting miss many important social cues.

4. To improve communication, managers must:

a) Use the chat to communicate with their employees.
b) Explain roles and responsibilities clearly to employees.
c) Make sure that all employees use email.
d) Stop employees from talking too much.

5. Clear communication is the first step to:

a) The unemployment line.
b) More work.
c) A raise.
d) Good working relationships.

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Activity 2
Multiple Choice
Preparation is the Key to Giving a Successful Presentation

Read the following article and then answer the questions that follow.

Do you just hate giving presentations? Do you get a knot in your stomach when you start thinking about presenting? Do you prepare for hours, but then search for words when it's time to present? Well if you answered yes to any of these questions, you are not alone. Many people get nervous when speaking in front of audiences. The following tips will help reduce your anxiety – and help you remember your material - the next time you have to speak in front of your colleagues.

The first step is to make sure that you put aside enough time to prepare for the presentation. You should do all the necessary research so that you know your topic well. Once you have done that, you should also anticipate any questions the audience might have and prepare the answers to all of those questions. Think about possible alternatives to the solutions you are suggesting, and then develop convincing arguments that point out why your solution is superior to any of the alternatives. If your thoughts are clearly and logically organized, then your audience should be able to follow your train of thought and they will agree with your conclusions.

If possible, use visual aids, such as PowerPoint to keep you – and your audience – focused on the most important points of your presentation. If you don't have PowerPoint, then use an overhead projector or even a blackboard to assist you. These aids will help your audience remember the main points of your presentation. You may find yourself in a situation in which many speakers are presenting different points of views, so you should try to devise positive ways to make your presentation stand out.

So many well prepared people have been prevented from giving effective presentations because they simply ran out of time. In many cases, there are time limits, such as twenty minutes to do your presentation. Although twenty minutes sounds like a long time, you will be surprised to see how quickly the time flies when you're giving your presentation. To make sure you have the time to go through your entire presentation, rehearse your presentation in front of a mirror – with a timer.
If you follow all of the steps above, your presentation will be effective, interesting and successful. Not only will your audience enjoy it, you will feel the joy of having completed a successful presentation.

1. Most people don't like giving presentations because:

a) They get nervous speaking in front of others.
b) The have stomach problems.
c) They don't prepare for their presentations at all.
d) They don't know how to use visual aids.

2. When giving presentations you should anticipate your audience'squestions so that:

a) You can make sure the presentation is so long that the audience won't have time to ask questions.
b) You can find ways to make them sound stupid.
c) You can prepare answers to those questions.
d) All of the above.

3. You should try to use visual aids:

a) So that people don't get bored.
b) To focus your audience's attention on the most important points.
c) To keep you on the right track with your presentation.
d) b) and c)

4. To make sure you don't run out of time during your presentation:

a) Practice several times with a clock.
b) Speak very quickly.
c) Make your presentation short.
d) a) and b)

5. To persuade your audience:

a) Joke with them.
b) Argue with them.
c) Think of other solutions and find ways to convince them that your solution is the best one.
d) Don't disagree with your audience.

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Grammar

Grammar Focus 1: Past Simple Tense

Rules

Use the ***past simple*** to indicate:

i) actions that have taken place in the past
ii) the state of things in the past

For example:

I **saw** him in the office yesterday morning.
She **handed** in the report last Tuesday.
The files **were** on my desktop when I turned off the computer.

Note: Time expressions used with past simple tense:

yesterday
last week
two years ago
in the last century
in the past

Regular verbs in the past simple.

Singular	**Plural**
I worked here.	We worked here.
You worked here.	You worked here.
He worked here.	They worked here.
She worked here.	
It worked here.	

❖ Sometimes verbs have other spelling rules.

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General Spelling Rules for the Past simple		
1)	report ⇨ reported walk ⇨ walked	Add -ed to the end.
2)	try ⇨ tried study ⇨ studied play ⇨ played stay ⇨ stayed	If the verb ends in a consonant, followed by a *y*, then change the *y* to an *i* and add *ed*. Notice that if a vowel comes before the *y* – instead of a consonant – then just add *ed.*
3)	permit ⇨ permitted plan ⇨ planned	If the verb ends in a short vowel followed bya consonant, you need to double the last consonant.
4)	pay ⇨ paid say ⇨ said	These are exceptions that follow no rule.
5)	live ⇨ lived die ⇨ died	For verbs ending in e, just add *d.*

Note: There are exceptions to the General Spelling Rules! You'll find out more about those when you read about irregular verbs.

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Forming a Negative in the Past Simple:

To form a negative, in the ***past simple***, just add ***did not*** or the contraction ***didn't***, **before the verb**. Remember that the main verb should be changed to the base form. If you are using the verb ***be***, however, then add ***not*** or the contraction ***n't*** after ***was*** or ***were.***

Past simple statement	Informal negative
I had a supervisor.	I didn't have a supervisor.
You promoted my colleague.	You didn't promote my colleague.
He was fired last week.	He wasn't fired last week.
They were at the conference.	They weren't at the conference.

Forming a Yes/No and a WH- Questions

To form yes/no questions, use **did**.
Remember to use the base form of the verb after **did**.

To form **WH- questions**, just add the **WH- word** at the beginning and use the auxiliary **did** before the subject. If you are using the verb **be** then use the subject (was or were).

Here are some examples:

Statement	Yes/no question	WH- question
The computer crashed yesterday.	Did the computer crash yesterday?	When did the computer crash?
He worked in the head office.	Did he work in the head office?	Where did he work?
The office was closed.	Was the office closed?	Why was the office closed?

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Irregular Verbs:

Unlike ***regular*** verbs, the spelling of ***irregular verbs*** changes when we use them to indicate the ***past tense***.
For example:

see – saw
have - had

This table presents many commonly used ***irregular*** verbs.

Base Form	Past Simple	Base Form	Past Simple
be	was/were	hold	held
become	became	hurt	hurt
begin	began	keep	kept
bite	bit	know	knew
bleed	bled	learn	learnt/learned
blow	blew	leave	left
break	broke	light	lit
breed	bred	lose	lost
bring	brought	make	made
broadcast	broadcast/broadcasted	mean	meant
build	built	meet	met
burn	burnt/burned	misunderstand	misunderstood
buy	bought	pay	paid
catch	caught	put	put
choose	chose	quit	quit
come	came	read	read
cost	cost	ride	rode
cut	cut	run	ran
dig	dug	saw	sawed
do	did	say	said
draw	drew	see	saw
dream	dreamt/dreamed	sell	sold
drink	drank	send	sent

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drive	drove	shake	shook
eat	ate	shut	shut
fall	fell	sing	sang
feed	fed	sink	sank
feel	felt	sit	sat
fight	fought	sleep	slept
find	found	speak	spoke
fit	fit/fitted	spend	spent
fly	flew	stand	stood

forget	forgot	steal	stole
forgive	forgave	swim	swam
freeze	froze	take	took
get	got	teach	taught
give	gave	tell	told
go	went	think	thought
grow	grew	throw	threw
hang	hung/hanged	understand	understood
have	had	wake	woke
hear	heard	wear	wore
hide	hid	win	won
hit	hit	write	wrote

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Grammar Focus 2: used to

Use "used to + infinitive verb" to talk about:
things that happened frequently or habitually in the past but no longer exist.
For example:

- Bill used to smoke two packs of cigarettes a day but he quit last August.
- They used to eat red meat but now they're vegetarians.
- I used to be a lot heavier but I lost weight after I joined the gym.

Negative Form:
To form a negative sentence use:
Subject + did not + use to + infinitive verb + (complement).
For example:

- He didn't use to play any kind of sports when he was at school.
- They didn't use to love meat but now they are vegetarians.

Question Form:
Use the following structure to form questions:
did + subject + use to + infinitive verb + (complement) ?
For example:

- Did you use to watch horror movies when you were a child?
  Yes, I did.
  OR No, I didn't.

- What subjects did you use to like studying at school?
- How did you use to go to college?

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Activity 1
Write It
Past Simple

Write the ***past simple*** form of the verb in the blanks provided.

1. My staff_____(attend) a conference last week.

2. The accountant_____(prepare) the company's financial statements on time.

3. Why_____he_____(leave) work at noon two days ago?

4. She_____(give) him a quick reply when he_____(ask) her where she _____(be).

5. The computer_____(crash) right after he_____(finish) his report.

6. Yesterday evening, I_____(drive) to work and I_____(realize) I _____(forget) my agenda.

7. By the time he_____(arrive) at the meeting, they were having a coffee break.

Activity 2
Write It
Past Simple

Write the ***past simple*** form of the verb in the blanks provided.

1. Peter_____(call) in sick yesterday.

2. They_____(report) back to the supervisor before he_____ (go) to Chicago.

3. I_____(meet) the new manager last week.

4. My company_____(buy) shares in that company a few days ago.

5. I_____(hear) about your raise yesterday!

6. Reham_____(do) her chemistry assignment yesterday!

7. Anjum_____(give) her Mom the present last night.

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Activity 3
Write It
Past Simple

Fill in the blanks with the correct past from of the verb

found - quit - explained - had - moved - liked
sat - asked - did not

My colleague, Gina,_____a short attention-span. Every time she _____ down to work on a task, she would easily get frustrated. In fact, a few monthsago, she _____me whether I ever had that problem. When I said that I didn't have that problem very often, she asked me how I could stay so focused.

I_____that I actually_____my work and_____that the hours passed very quickly. Gina really_____like her job at all. She felt distracted and bored.
Soon after that, Gina_____the job and I heard that she_____away to another city.

Activity 4
Write It
Used to

Match the phrases to complete the sentences.

1. I used to exercise regularly but	a. now he's trying to lose weight.
2. He used to eat junk food but	b. now I don't have time.
3. She used to get stressed out but	c. when she was younger.
4. She used to go to Paris frequently	d. now they just argue a lot.
5. They used to be so happily married but	e. now yoga helps her to stay calm.
6. He used to love his sail boat but	f. he sold it last year.
7. They used to be very poor but	g. now he's muscular.
8. He used to be fat but	h. now they are rich.

Activity 5

Fill in the blank with correct form:

1. We ---------- study in class but now we take some courses online. **(use to)**
2. Where did he ---------- to park his car? **(use to)**
3. Sam ---------- wear a uniform in his last job. **(not. use to)**
4. ---------- you ---------- have healthy food when you were younger? **(use to)**
5. I ---------- Italian in class when I was a teacher. **(use to/speak)**

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Listening

Activity 1
Multiple Choice
How to Make Your Presentation Interesting

Read the text below and answer the questionsthat follow.

Sound enthusiastic about your topic. Have you ever listened to someone who speaks in the same boring tone throughout their entire presentation? Worse yet, have you ever watched a speaker who looked down at his notes and read his or her entire presentation? Do you remember what you were thinking during that presentation? I can tell you that when I have been unfortunate enough to sit through a presentation like that, I just couldn't wait until it was over! How can you expect your audience to be interested if you sound bored! So first of all, don't read your presentation. Have most of it memorized.
Then remember to use your voice to help convey your passion and enthusiasm! Even if your talking about coffee beans, if you look excited about it, your audience will wonder why you sound enthusiastic and they will enjoy listening to you.

Use your body language to emphasize key points and capture your audience's attention. Since you will be speaking to many people it isn't always possible to make eye contact with each person. In this case simply look at the audience when you speak. On the other hand, if you are giving your presentation to board members or to a small

committee, then make eye contact with each member at various points throughout the presentation. Don't look too long at any individual because this will make them uncomfortable. Use your hands to emphasize certain points, however, too much hand movement can be distracting. Remember, you should use eye contact and hand movements, in moderation, to enhance your presentation – not detract from it!

Finally, make sure that your appearance is suitable for the topic and the context. You don't want to be overdressed or underdressed. You may have noticed that high standing public officials don't usually speak to farmers dressed in three piece business suits. If they did, their clothes would highlight the differences between the speaker and the audience, while they should be emphasizing what they might have in common. In other words, clothes also convey a silent but highly visible message so select the right outfit forthe occasion.

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This may seem like an awful lot to remember, but if you follow these steps, you will end up with a professional, interesting and enjoyable presentation. Instead of having an audience that is struggling to stay awake, your audience will be interested in hearing what you have to say – and when you have finished, you will feel the glow of a job well done!

1. **It is important to sound enthusiastic about your topic so that:**
   i) you don't fall asleep while you are talking.
   ii) your audience will enjoy listening to your presentation.
   iii) your boss doesn't get bored.

2. **Body language can be used to:**
   i) make your audience feel uncomfortable.
   ii) keep your audience awake.
   iii) emphasize important points.

3. **Too much hand movement can:**
   i) distract your audience.
   ii) take too much of your energy.
   iii) make your presentation even better.

4. **It's important that you select the right clothes by:**
   i) buying an expensive suit.
   ii) thinking about who your audience will be.
   iii) dressing up too much so your audience can relax.

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Pronunciation

Pronunciation Focus: Final –ed sound

The final -ed sound in English can have three different pronunciations depending on the preceding sound. Here are the three variations:

/t/ - When the final sound of the verb in the base form is voiceless, such as /p/, /k/, /f/, /s/, /ʃ/, /tʃ/ or /θ/, the -ed ending is pronounced as a /t/ sound. For example: walked (/wɔkt/), jumped (/dʒʌmpt/), laughed (/læft/), missed (/mɪst/), watched (/wɑtʃt/), wished (/wɪʃt/), washed (/wɑʃt/).

/d/ - When the final sound of the verb in the base form is voiced, such as /b/, /g/, /v/, /z/, /ʒ/, /dʒ/ or /ð/, the -ed ending is pronounced as a /d/ sound. For example: robbed (/rɑbd/), begged (/bɛgd/), moved (/muvd/), buzzed (/bʌzd/), measured (/mɛʒrd/), judged (/dʒʌdʒd/), breathed (/briðd/).

/ɪd/ - When the final sound of the verb in the base form is /t/ or /d/, the -ed ending is pronounced as an /ɪd/ sound. For example: wanted (/wɑntɪd/), needed (/nidɪd/), greeted (/gritɪd/), faded (/feɪdɪd/), blended (/blɛndɪd/), added (/ædɪd/), headed (/hɛdɪd/).

Activity 1
Choose the Correct pronunciation

Choose the correct pronunciation of the -ed ending for each of the following verbs:

1. talk**ed**
a) /t/ b) /d/ c) /ɪd/

2. stud**ied**
a) /t/ b) /d/ c) /ɪd/

3. danc**ed**
a) /t/ b) /d/ c) /ɪd/

4. play**ed**
a) /t/ b) /d/ c) /ɪd/

5. reach**ed**
a) /t/ b) /d/ c) /ɪd/

6. ask**ed**
a) /t/ b) /d/ c) /ɪd/

7. need**ed**
a) /t/ b) /d/ c) /ɪd/

8. want**ed**
a) /t/ b) /d/ c) /ɪd/

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Speaking

Activity 1
Offline Activity
About Professional Celebrities

i) In teams, select a celebrity and form sentences describing that celebrity and form questions you would ask them about what they have done in the past.
ii) The other teams will ask questions so that they can guess which celebrity your team is describing.

Activity 2
Offline Activity
Which job are we describing?

Form teams a job and do research to find information about the job they have selected.

iii) Using the words from the Word List and adverbs, form sentences describing the job.
iv) The other teams will ask questions so they can guess the job you are describing.

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Writing

"The best way to appreciate your job is to imagine yourself without one."
Oscar Wilde

Activity 1
Offline Activity
Writing About *What You Did*

Work with a partner and write 5 sentences using the ***past simple*** about one of the topics below.

Sample Topics:

1. What did you do last summer?
2. What did you do during Eid?
3. What did you think of your courses last semester?

Activity 2
Offline Activity
Using Adverbs

- Work with a partner and write 7 sentences about one of thetopics below using ***adverbs.***

Remember: You must use one adverb in each sentence.

Examples of topics:

1. My annoying boss.
2. My friend who is always late.
3. My favorite restaurant.
4. My favorite place to go.

Activity 3
Offline Activity
Interviewing your favorite celebrity!

Is your favorite celebrity**:**

Elissa, Fairoz, Brad Bitt, Bruce Willis, Jennifer Lopez or Will Smith? Who is your favorite celebrity?

Work in teams and select a celebrity. Using the ***past simple,*** write 10 interview questions to find out more about your favorite celebrity.

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Word List

anticipate (v.):	to look forward to or expect
audience (n.):	a group of viewers or listeners
musician (n.):	person who plays an instrument usually professionally
conclusion(n.):	last part or summary
consistently (adv.):	regularly, in harmony with
convince (v.):	to bring to belief or agreement with a point of view; persuade
decision-makers (n.):	those with authority to approve or disapprove
demoted (v.):	assigned to a lower or less important job
efficient (adj.):	well organized, cost effective, resourceful
emphasize(v.):	draw attention to
entire (adj.):	whole or complete
facilitate (v.):	to make easier, to help bring about
flextime (n.):	adjustable working hours
cue (n.):	sign or signal or indication
nervous (adj.):	appearing or acting unsteady
professional(adj.):	acting in the manner of one in a profession
recipient (n.):	the person or persons getting or receiving
rehearse (v.):	To practice in preparation for public performance
subtle (adj.):	difficult to understand or perceive
superior (adj.):	of higher rank, quality or importance
unfortunately(adv.):	in an unlucky manner

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