

English 11

Unit 6: Occupations



Student Activity Book



Sultanate Of Oman Ministry Of Education



CREATIVE ASSOCIATES INTERNATIONAL^{INC}

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Activity 1

Task 1: Unit Introduction

Look at the pictures. Can you name the jobs? Label each picture using the occupations listed in the box at the bottom of the page.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

Occupations

- Administrative Assistant
- Chef
- Dentist
- Farmer
- Flight Attendant
- Fire Fighter
- Military Officer
- Physician
- Police Officer
- Scientist

List five additional occupations here:

1. _____
2. _____
3. _____
4. _____
5. _____

Task 2: Vocabulary

Review the vocabulary words for the unit on page 35. How many do you recognize?

Task 3: Guess the Occupation Game

This is a game you will play with another student.

- Think of an occupation and write it on a piece of paper. Place the paper face down on the desk. Do not show the occupation to anyone else. Your partner will do the same.
- The partner whose birthday is closest to the current date will ask questions first.
- Ask your partner questions about his or her occupation, but pose them so that they may only be answered with a “yes” or “no.” For example, “Do you work at a desk?” or “Do you need a university degree?”
- If the answers to your questions are “yes,” ask more questions. When an answer is “no,” it’s your partner’s turn to ask questions. Each time an answer is “no,” switch turns asking questions.
- When your partner correctly guesses your occupation, turn the paper right side up.

Task 4: Pair Survey and Questionnaire

What job is best for you? Before you decide on a job, it is important to think about your interests and your personality. That way you can choose a job that fits well with the qualities you possess.

Continue working with your partner. Interview each other by filling out the questionnaire below. Read each statement to your partner. Place a tick in the “Partner’s Name” column next to statements to which your partner responds “yes.”

You			Partner’s Name
	1.	I like to solve math and science problems.	
	2.	I do not like working with numbers.	
	3.	I like to always have a plan to follow.	
	4.	I am good at working with my hands.	
	5.	I like to meet new people.	
	6.	I always finish my work on time.	
	7.	I like to know how things work.	
	8.	I like being in on team.	
	9.	I feel nervous when I meet new people.	
	10.	I like helping people with problems.	
	11.	I like keeping things in order.	

First, fill in the questionnaire with information about your partner. Then, fill in the “You” column by using the information your partner got from asking you questions. Then refer to the key on page 36 and complete the following sentence.

Based on my answers and the key, my best occupation group is _____.

Activity 2

Task 1: Occupation Choice

Think about your possible future occupation. Spend one minute writing everything you know about this occupation in the space below.

Occupation _____

Task 2: Library Search Project

Portfolio Requirement 1

Write a one-page report summarizing findings from a library search about an occupation that interests you. The report is due at the beginning of Week 2.

Task 3: Occupation Group

In the space below, list the names of students in your Occupation group and write their chosen occupation next to their name.

Name	Chosen Occupation

Task 4: Portfolio Requirements

1. Library Search report (Activity 2, Task 2)
2. Interview report (Activity 3, Task 2)
3. Curriculum Vitae (Activity 4, Task 3)
4. Letter of interest (Activity 6, Task 3)
5. Occupation report (Activity 9, Task 2)
6. Technical writing (Activity 11, Task 2)
7. Work-related problems (Activity 12, Task 1)
8. Unit reflection (Activity 15, Task 2)

Task 5: Grammar

Write one sentence that uses a conditional clause below.

Task 6: Grammar Practice

Work with other students in your Occupation group to solve the puzzle. Divide up the following roles among your group members:

- One person arranges the Conditional Clause cards.
- One person writes the group's solution down.
- One person represents the group by sharing the solution with the class if called upon.
- The remaining group members contribute ideas for the conditional clause statements and the puzzle solution.

Note: The card arranger, group transcriber, and group representative may also make suggestions for the solution and clause statements.

Puzzle

A man wants to take a cat, a dog and a big basket of fish to an island. He has a very small boat so he can't take the dog and the fish in one trip. If he takes the fish first, the dog will kill the cat. If he takes the dog first, the cat will eat the fish. If he takes the cat and the fish together, the cat will eat the fish when he goes back for the dog. How can he get the dog, the cat and the fish to the island in five trips?

Use the Conditional Clause Cards to help you solve the puzzle.

Remember to discuss your solution in English!



For this grammar practice task, reflect on how well your group worked together by answering these questions.

1. Did your group work well together?

2. What specific action did someone in your group take that was especially helpful?

Activity 3

Task 1: Partner Interview

Within your Occupation group, form pairs and interview your partner by asking the following questions. You may add more questions if you wish. Write the answers to your questions in the space provided.

I interviewed (name) _____ His/Her chosen occupation is _____

1. What are your plans after graduation?

2. What kind of training would you need for your chosen occupation?

3. What jobs do your parents have?

4. What do your parents want you to do for an occupation?

5. How do you feel about what your parents want you to be?

6. Have you ever had a job? If so, what was it?

Additional questions and answers:

Question: _____

Answer: _____

Question: _____

Answer: _____

Task 2: Interview Report

Portfolio Requirement 2

Write two or three paragraphs that describe your partner's plans based on the answers they gave to your interview questions. Include your name at the top of the report. Here is an idea for organizing the information.

I interviewed _____ to find out his/her future plans. _____ wants to be a _____. This will require _____ years of study at _____. _____'s father is a _____. His/her mother is a _____. His/her parents would like him/her to be a _____. _____ does/does not want to be a _____, but _____. _____ has worked as a _____ for one summer. He/she liked the job and will work at the _____ again next summer.

Task 3: Report Exchange and Edit

Exchange reports with your partner and read what your partner wrote about you. Edit the report about you, checking it for the following:

- Accuracy
- Grammar
- Spelling
- Punctuation
- Vocabulary

This edited report will be required as part of the portfolio due at the end of the unit.

Activity 4

Task 1: Curricula Vitae (CV) Samples

Work in a group as assigned by your teacher.

- Contrast and compare the CV samples on this and the following page. Discuss each with your group and place a tick in the corner of the box that contains a good example of a CV.
- Under the one that is not a good example, list the problems with it or make notes on it to show how it can be improved.
- Be prepared to explain your findings to another group.

Sample A

Laila

Email: laila@yahoo.com

Career Objective

To have my own shop to sell flowers.

Education

Al-Rwadhah Basic Education School

Experiences

- Tutoring geography to my siblings. They are really not doing well in this subject.
- I gave a workshop about making flowers and flower arrangement to the Omani Women Society in Ibri.
- I make and sell flowers to my community.

Skills

- Arrangement
- Creative patterns

Activities

- Hiking
- Exploring different types of soil in my village
- Reading about the environment
- Drama Club: I write short plays for the school drama club

Personal Interests

Painting, watching TV, traveling and music.

Sample B

Salim Ahmed Al-Salmi

P.O.Box. 856
Salalah, PC 211,
Sultanate of Oman
Phone: 98765432 Email: salim@yahoo.com

Career Objective

To obtain a midlevel job at a major Omani port.

Education and Qualifications

1997 – 2007 Al-Najah Basic Education School
2005 Intermediate English Language Certificate from British Council
2004 Elementary English Language Certificate from British Council

Experiences

Summer 2007	Summer internship with Port of Salalah, Salalah My responsibilities included organizing paper work related to port operation such as port permits, vessel schedule and cargo handling.
Summer 2002-Present	Fishing with my father My responsibilities included preparing and cleaning finishing equipment, helping with fishing and selling of fish.
2006-2007	President of School Trip Organization Group My responsibilities included organizing school trips to community organizations, museums and educational events.
2005-2006	Member of School Cafeteria Group My responsibilities included selling school lunch to students and counting the cash and revenue.
2005-2006	Member of School Trip Organization Group My responsibilities included sending and recording parent consent forms authorizing students to go on school trips.
2000-2004	Member of School Media Group My responsibilities included reciting verses from the Quran at school assemblies and reading the morning news.

Skills

Computer: basic skills in word processing and Excel.

Organization: I scheduled events, prioritized activities and maintained the paper work for four student organizations.

Communication: I learned a lot of communication skills by helping my father sell fish. I needed to negotiate and bargain with customers. Also, being the president of the school trip organization group, I had to coordinate school trips with different community organizations.

Public speaking: I was a member of the school media group for a long time, so I presented a lot of material during the school morning assemblies.

Activities

Football team: Team Captain, 2005-2006

Personal Interests

Swimming, sailing, reading newspapers and football.

Task 2: Introduction to CVs

A CV is a summary of experience in work and school. Employers match the CV against job openings to discover if the applicant would be a good fit.

Since you are still in school and have little or no job experience and no post high school education, write this CV as if you recently graduated from a university or technical school. Create one or two items for each section of the CV. The purpose of this exercise is to help you identify the information that should and should not be included in a CV.

A good CV includes the following sections:

1. **Career Objective**
Briefly describe the job or career you want. Keep it simple. If you don't have a specific job objective, or you would be willing to accept a variety of jobs, leave Career Objective off.
2. **Education**
 - List the schools and dates you were enrolled starting with the most recent.
 - Include high school and other educational experiences, such as training programs, community college or summer courses and seminars.
3. **Experience**
 - Starting with your most recent or current job, list your previous work experiences in chronological order. Don't worry about gaps in your employment experience. Your primary job has been that of a student.
 - List the experiences that seem most relevant to the position you seek.
 - To generate ideas, think of your full-time or part-time work, summer jobs, occasional jobs, internships, field work, special projects, student organizations, helping with crops, tutoring, etc.
4. **Skills**
This section provides a place for you to show your strengths and individuality. List any skills you have and explain in a sentence or two how you learned the skill and how you've used it. Skills that match the job are best, but you may describe other special skills you have. For example, you may know sign language or speak another foreign language fluently. If you have basic computer skills, list them. As well, state your level of fluency in English, speaking, reading and writing.
5. **Activities**
List membership and leadership positions in clubs, organizations of any kind, athletic teams, community organizations, etc. Describe your participation in activities including your specific role in each of them.
6. **Awards**
List any awards or special recognition you received. If there are none, simply leave this section out.
7. **Personal interests**
Use this section to show that you are a well-rounded person—someone people would want to know and work with. Personal interests might include the musical instrument you play, sports activities or other interests. This section is often used by the employer at the start of an interview to break the ice.

Task 3: Writing Your CV

Portfolio Requirement 3

Homework assignment: Write a simple CV using the guidelines presented.

Due: Tomorrow!

Activity 5

Task 1: New Vocabulary Words

What new words have you learned this week? Prepare to use them correctly in a sentence.

Task 2: CV Exchange and Edit

Use the guidelines presented in Activity 4, Task 2 to edit your partner's Curriculum Vitae. When finished editing, explain your findings to your partner. Then take your own edited CV home and revise it based on your partner's comments and corrections.

Task 3: Grammar

Main Clause	Time Clause	Main Clause
I'll get a job	when I leave school.	
I'll get a job	before I get married.	
	When I leave school,	I'll get a job.
	Before I get married,	I'll get a job.

Task 4: Grammar Practice

Work with a partner to complete the following grammar practice.

- Choose the "time clause" that best completes the sentence.

<ol style="list-style-type: none"> I'll talk to you I'll buy a CD player She'll finish the work We'll be happy I'll thank my uncle He'll write the letter They'll go home We'll learn some more English 	<ol style="list-style-type: none"> when I have enough money. when the lesson is finished. when he has time. before she goes home. when our holiday starts. when I see him. before we go to England. before they get too tired.
---	--
- Work with another pair as a team of four. Think of a suitable beginning or end for each of the following sentences. Team members should take turns saying completed sentences.

Example: Team A: I'll buy a bicycle when I have more money.

Team B: I'll see the world when I have more money.

- ...when I have more money
- I'll do my homework ...
- ...before I get married.
- I'll probably do a training course...
- ...before I go to sleep tonight.
- I'll be very happy...
- ...when I'm older.
- I might see my friends...
- ...when I see my friends.

Homework Reminder



Two assignments are due at the beginning of next week:

1. Your Library Search project
2. Your revised CV

Activity 6

Task 1: Analyzing Ads for Jobs

Following are six advertisements for job openings. Match the advertisement with the job title by writing the number of the advertisement next to the job title it describes.

<p style="text-align: center;">1</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Urgently Needed</p> <p>Job Description</p> <ul style="list-style-type: none"> Identify and contacts prospective clients Generate sales proposals Service existing accounts, ensuring quality and consistency </div> <div style="width: 45%;"> <p>General Traders Inc. Tel: 24-543210</p> <p>Job Qualifications</p> <ul style="list-style-type: none"> Marketing experience in general trading. Good communication skills Filing administrative paper-work <p>On the job training will be provided</p> </div> </div>	<p style="text-align: center;">2</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p><i>Do you like helping others? Here is your chance</i></p> <p>Job Qualifications:</p> <ul style="list-style-type: none"> Associate degree Minimum of one year experience </div> <div style="width: 45%;"> <p>Job Description:</p> <ul style="list-style-type: none"> Provides primary health care services Performs physical examinations Performs diagnostic tests </div> </div>
<p style="text-align: center;">3</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">A local Newspaper Going Online</p> <p>Needed Job Skills:</p> <ul style="list-style-type: none"> Experience with computer programs Ability to communicate information and ideas Competency in arithmetic, algebra, geometry, calculus, statistics, and their applications </div> <div style="width: 45%;"> <p>Do you like working with ideas and people?</p> <p>Job Qualifications:</p> <ul style="list-style-type: none"> Bachelor degree in computer science Preferably 3 years of experience, but others will be considered </div> </div>	<p style="text-align: center;">4</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">ROYAL BANK</p> <p>Forward CV to Ahmed Mohammad Al-Ajmi, Royal Bank, P.O.Box. 567, Ruwi 112</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> * Provide information for bank customers * Scheduling appointments * Organizing and maintaining </div> <div style="width: 45%;"> <p>Do you have?</p> <ul style="list-style-type: none"> Pleasant personality Excellent English & Arabic communication skills Word processing <p><u>The candidates need to be flexible working in shifts and weekends.</u></p> </div> </div>
<p style="text-align: center;">5</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Biotechnology Research Laboratory</p> <p>Call: 26-888-888</p> <p>Job Responsibilities:</p> <ul style="list-style-type: none"> Performing research Making detailed observations Analyzing data, and interpreting results Maintaining equipment and supplies Writing reports </div> <div style="width: 45%;"> <p>Qualifications:</p> <ul style="list-style-type: none"> * Master degree in biotechnology * 5 years' laboratory experience * Strong organization and writing skills </div> </div>	<p style="text-align: center;">6</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">Home Creations Company</p> <p>Needed:</p> <p>Skilled professionals to create, install and repair kitchen cabinets.</p> <p>Requirements:</p> <p>Knowledge of machine operation</p> <p>Omani driver's license</p> <p>No educational requirement is necessary.</p> </div> <div style="width: 45%;"></div> </div>

Job Title	Advertisement
Receptionist	
Scientist	
Carpenter	
Sales Representative	
Nurse	
Computer Programmer	

Task 2: Letters of Interest

Look at the sample letter of interest on the next page. This is an example of a good letter of interest. As your teacher tells you, fill in the blanks to complete each sentence telling how to write a letter of interest.

1. Write your _____, _____ and _____ number at the top of the letter.
2. Write the _____ and _____ of the person to whom you are writing the letter.
3. Include the _____ on your letter.
4. Give the _____ of the job you are writing about.
5. Describe your _____. For example: I can speak in English well. I can type 80 words per minute accurately. I can use a cash register. I am good at meeting new people
6. Indicate that you would like an _____ for the position.
7. Give your _____ and the _____ to reach you.
8. State that you are _____ to hearing from them regarding an interview at their _____.

Task 3: Writing Your Letter of Interest

Portfolio Requirement 4

Write or type a letter of interest in response to an advertisement. You may use one of the advertisements shown in this activity, or find one of your own choosing. Bring your letter to class tomorrow for editing.

Sample Letter of Interest

Amal Al-Muskarah
Postal Code 145
Nizwa, Sultanate of Oman

March 24, 2008

Mr. Muhanned Al-Benin
Director of Technology
Acme Company
Postal Code 640
Muscat, Sultanate of Oman

Dear Mr. Al-Benin,

Please consider me for the Office Assistant IV position as advertised in the Oman Daily Observer Website.

I have used software programs extensively, and I know many types of spreadsheets and database applications. I have several years of experience as a receptionist and clerk which has given me the opportunity to develop good customer relations and communication skills. I also speak excellent English. My previous experience has taught me to work hard as a member of a team to complete assignments.

My Curriculum Vitae, which is enclosed, contains additional information on my experience and skills. I would appreciate the opportunity to discuss the Office Assistant IV position at your earliest convenience. I can be reached during the day on my cell phone at 555-555-5555.

Thank you for your time and consideration. I look forward to meeting with you.

Sincerely,

Your Signature

Amal Al-Muskarah

Enc.

Activity 7

Task 1: Letter Exchange and Edit


Work with a partner and exchange your letter of interest. Read and edit them for:

- Grammar
- Punctuation
- Spelling
- Completeness

Use the guidelines presented in Activity 6, Task 2 as you edit. Use the rubric on page 37 to score the letter.

Task 2: Phone Conversation

Listen to the phone conversation between Joe's mother and Peter. Here is the message Joe's mother wrote. What mistakes did she make?



WHILE YOU WERE OUT

DATE _____ TIME _____

To: Joe _____ CALLED _____

MESSAGE *Peter called. He won't be at the car park at 6 pm. He'll see you there at about 6:30 pm.*

Task 3: Taking Phone Messages

Work with a partner to practice taking and leaving a phone message.

- Choose one of the scripts below and decide who will be the secretary and who will leave the message.
- Role play the conversation. As you read the script aloud together, the secretary should write a phone message in the blank message pad next to the script.
- Choose another script and exchange roles.

Scripts for Phone Conversation and Taking Messages

Script A: You missed a phone call about setting an interview appointment

Secretary: Hello?

Saeed: Hello, may I please speak to Mr. Khalfan Al-Salhi?

Secretary: I'm sorry; he's in a meeting right now.

Saeed: Oh. Would you please give him a message?

Secretary: Yes.

Saeed: My name is Saeed Adbullah Al-Barwani. Please tell him that I am sorry I missed his phone call about interviewing me for the sales representative position. I am available to meet him anytime this week between 9 a.m. to 3 p.m.

Secretary: You will be available all week this week from 9 a.m. to 3 p.m.?

Saeed: That's right.

Secretary: I'll give him your message.

Saeed: Thank you. Goodbye

Secretary: Goodbye.



WHILE YOU WERE OUT

DATE _____ TIME _____

_____ CALLED _____

MESSAGE _____

Script B: Asking for an appointment

Secretary: Hello?

Saeed: Hello, may I please speak to Mr. Khalfan Al-Salhi?

Secretary: I'm sorry; he's in a meeting right now.

Saeed: I'm replying to his letter asking me to set up an appointment to interview for a sales representative position.

Secretary: Yes.

Saeed: My name is Saeed Adbullah Al-Barwani. Are you able to schedule an appointment for an interview with Mr. Al-Salhi?

Secretary: Yes I can. He is available either on Wednesday morning at 10 a.m. or Thursday at 2 p.m.

Saeed: I would like an appointment with Mr. Al-Salhi on Wednesday morning at 10 a.m. Will you tell him that I sent my CV for the sales representative position and that I look forward to meeting with him.

Secretary: OK, I have you on Mr. Al-Salhi's calendar for next Wednesday morning at 10 a.m. and I'll tell him you sent your CV for the sales representative position.

Saeed: Thank you. Goodbye.

Secretary: Goodbye.



WHILE YOU WERE OUT

DATE _____ TIME _____

_____ CALLED _____

MESSAGE _____

Script C: Setting up an interview appointment

Saeed: Hello?

Secretary: Hello, may I please speak to Mr. Saeed Al-Qasmi?

Saeed: This is Saeed.

Secretary: My name is Fatma Al-Hashmi. I work with Al Hashar Group. I am calling to set up an interview time with you for the sales representative position you applied for.

Saeed: Oh, thank you for considering me for the job.

Secretary: You are welcome. So, what time will you be available next Saturday?

Saeed: Did you say next Saturday?

Secretary: That's correct.

Saeed: Next Saturday I will be available anytime from 9 a.m. to 3 p.m.

Secretary: Will 9:30 am work for you?

Saeed: Yes.

Secretary: Ok, we will see you then.

Saeed: Let me read back what I heard to be sure it's correct. You said next Saturday at 9:30 am.

Secretary: Yes, that's right.

Saeed: Thank you. Goodbye.

Secretary: Goodbye.



Task Review

My partner for this task was _____

1. Did your partner use good phone etiquette? If not, how could it be improved?
2. Did your partner write the message clearly and correctly?

Activity 8

Task 1: A Job Interview Question Response

Consider the following: At the end of the interview the employer asks the applicant, “Do you have any questions?”

Ahmed says, “No, I really learned a lot about the job today and I can’t think of anything else. I’m sure whatever questions come up when I get the job will be answered at that time.”

Within the group, analyze this response from the employer’s point of view and discuss what impression Ahmed made when he answered in this way. Write a summary of your views.



Task 2: Successful Interviews

There are two kinds of interviews:

Informational interviews are interviews that people conduct with someone in a position they are interested in. The benefits of doing an informational interview are:

- You learn about the job and can determine ahead of time whether you would like to do that kind of work.
- You make a connection with someone in your field of interest. Even though you may not be applying for a position in the field immediately, you can keep in touch with this person so that in the future, when you are ready to apply for a job, you have someone who knows you and can speak about your qualifications to whoever is in a position to hire for the opening.

Job interviews are interviews conducted when a person is applying for an open position. They are a great opportunity to make a good impression. You can do that best by following these standards:

- Ask questions.
Often the interviewer will ask you whether you have any questions. Saying no to this question is the wrong answer. You should come to the interview with questions about the position and about the company. Only ask those questions you can’t find answers to yourself. Make a list of at least five questions to take with you to the interview. Also, you should think of questions that arise as you proceed through the interview. What information do you need before you can decide whether to work at this company? Your questions should focus on the job and on how you can use your skills to contribute to the company. They should not focus on your personal needs.
- Use your judgment.
How many questions to ask and when to ask them are important points to consider in an interview. Think of the interview as a two-way conversation. Just as the employer is looking to see if you would be a good fit for the company, you should consider whether this is a good place for you to work.
- Be polite, sincere and enthusiastic.
Do not chew gum or use slang. Know how to pronounce the interviewer’s name correctly.

- Come prepared.
 - ◊ Research the company. This will not only help you have a better understanding of the organization, but it will also show your interest in being part of it.
 - ◊ Be prepared for the standard interview questions and know your answers to them.
 - ◊ Do practice interviews.
 - ◊ Line up your references in advance, call them and tell them about the job you are interviewing for, and verify that they will give you a good recommendation.
 - ◊ Feel free to ask for clarification before answering a question.
 - ◊ Take some time to formulate your answers before you speak.
 - ◊ Answer all questions honestly, but in a positive light. Do not say negative things about previous employers, even if you have had a negative experience.

Task 3: Another Job Interview Question Response

Consider the following response to the question, “Do you have any questions?”

Aisha says, “Can you tell me about the salary, the benefits and vacation allowance?”

Analyze this response from the employer’s point of view with your group and write the problems with this answer in the space below.



Task 4: Job Interview Questions

Work with your Occupation group. You are writing questions today in preparation for role playing a job interview tomorrow. Each student in your group should contribute at least one question for the list.

- a. You know that asking questions during the interview about the job you want and the company you hope to work for is an important part of the interview process. What questions would you ask of the person who is interviewing you? Brainstorm with your group and come up with at least seven questions to ask in your interview. Write them below.

1.

2.

3.

4.

5.

6.

7.

8.

- b. If you were representing the company and interviewing a potential employee, what would you want to know about that person? What questions should you ask to help you determine how he or she will fit in with your company and whether or not his or her experience fits the job? Brainstorm with your group and come up with at least ten questions you would ask of the job applicant. Think of the information that is usually included in a CV. Assume you already know this type of information. Ask other kinds of questions so you can learn something new about the interviewee.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Remember

Bring your CV tomorrow. You will exchange it with your partner before the interview.

Activity 9

Task 1: Job Interview Role Play

- a. Work with a partner, pairing with someone from your Occupation group. Exchange CVs and quickly review each other's CV before the interview begins.
- b. Using the questions you wrote with your group yesterday, role play the job interview taking turns as the interviewer (employer) and interviewee (job applicant).
- c. When you are role playing the interviewee, make up answers that seem realistic for the job and someone in that position. Think of the information on your CV. It may help you with answers to some of the questions. Remember to use some questions you thought of yesterday for your role as the interviewee.
- d. When you are role playing the interviewer, use the questions you thought of yesterday for your role as the interviewer. Look at your partner's CV to help you think of specific questions as you role play the interviewer.

Task 2: Informational Interview

Portfolio Requirement 5

- a. Assignment:
 - Interview someone who is in an occupation you may eventually want to have, and write a one-page report about your findings. The report is due on Week 3, Day 4.
 - The report should contain at least 3-5 occupational words you have encountered thus far.
 - The interview should be conducted in English. As a last resort, if the person you interview does not speak English, you may conduct the interview in Arabic, and then translate the report to English.
 - You may wish to record the interview for possible sharing in class when reports are given, if time permits.
- b. Continue working with your partner. Identify and prioritize questions you should ask during the informational interview and write them below. Think of at least ten questions you could ask.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 10

Task 1: Story Reading and Debate Preparation

- Form teams as assigned by your teacher.
- Read the story “Career Choices” on the following page.
- Work with your team to prepare to argue agreement or disagreement with the statement to be debated. You have five minutes to discuss and plan your argument.
- Choose a captain who can speak well for your team. Encourage the captain, and provide as much information as you can to help him/her win your argument, even if you personally disagree with the side your team must take.
- Be sure everyone in your group has an opportunity to contribute to the discussion. When students disagree, work it out to come to agreement.
- Your team will be evaluated by the observing teams. Review the rubric on page 24 to see how your team will be evaluated. There will be a winner based on the points your team receives.

Statement to be debated

It is important to go to college, no matter what your career ambitions.

Note: When the other two teams are debating this topic, it is your turn to observe and rate the performance of each team using the rubric on page 24.

Task 2: Debate (15 minutes)

Debate 1: Teams A and B

- Team A presents its argument for agreeing with the statement (2 minutes).
- Team B presents its argument for disagreeing with the statement (2 minutes).
- Team A presents its rebuttal to team B’s argument and makes a closing statement (1 minute).
- Team B presents its rebuttal to team A’s argument and makes a closing statement (1 minute).

Debate 2: Teams C and D

- Team C presents its argument for agreeing with the statement (2 minutes).
- Team D presents its argument for disagreeing with the statement (2 minutes).
- Team C presents its rebuttal to team B’s argument and makes a closing statement (1 minute).
- Team D presents its rebuttal to Team A’s argument and makes a closing statement (1 minute).

Remember

Vocabulary test is tomorrow!

Story: Career Choices

Fatima was just finishing her last year of secondary school. She was preparing to enter college. She wanted to work in finance, managing a loan department at a bank. Fatima's brother, Rashid, had finished school a year earlier. He was working as an assistant at a mechanic's shop fixing cars.

Fatima thought her brother was wasting his time. At the next family dinner she said to him, "Why don't you go to college? You did well in your last year of school. You would probably be accepted." Rashid replied, "I don't need college to be a mechanic. I am making enough money so far. I like my job. Why don't you just get a job at a bank?" Fatima said, "I want to be a bank manager, not just a teller. If I don't go to college, I won't be promoted."



In the fall, Fatima started college. She did well in all her courses. She worked in a bank during the summer so she could practice what she was learning in college. Fatima saw her brother at family dinners and still encouraged him to go to college. Rashid continued to work at the mechanic's shop and learned more about fixing cars. The head of the shop gave him more complex repairs to do, and as a result Rashid was becoming a very good mechanic. He was also good at talking to customers about their cars. He encouraged his sister to stop wasting her time in college and just learn from her job at a bank.

Fatima stayed in college and graduated with honors. She found a job in a bank right after graduation. It paid well and she liked her work. Rashid gained confidence in his skill as a mechanic. He was ready to start his own shop, but he did not have the money to buy a building and all the tools he needed.

Rashid was explaining his problem to his sister, "I don't think I can ever save enough money to open my own business. I want to apply for a loan but I have no collateral." Fatima replied, "There is a program for new small businesses at my bank. You don't need collateral to borrow money, but you do need to write a business plan. If the bank reads your business plan and thinks your business will be successful, they will lend you enough money to get started." Rashid sighed, "I don't know how to write a business plan." "I can help you," said Fatima, "I read stacks of them every day at the bank."

The next weekend Fatima and Rashid met at their parents' house to write a business plan. Fatima explained to Rashid how to write a budget for tools and a shop. She also explained to Rashid what to say to a loan officer in an interview.

A few weeks later, Rashid had a loan. It took him a few months to set up his shop and hire employees. When he finally opened his shop, his sister was one of his first customers.

Rules for Debate

1. Each team (Pro/Con or For/Against) is allowed 2 minutes for presentation of their argument, then each side has 1 minute for amplifying arguments and rebutting the opposition.
2. Use your time well. When the timekeeper says "stop," you are required to stop, even in mid-sentence. It is important not to use either less than or more than the time allotted.
3. Attempt to trap your opponent, by anticipating his/her arguments beforehand and showing what is wrong with them.
4. Use notes. If you attempt to write out every word of your presentation beforehand it will sound wooden.
5. Speak loudly and clearly, and address your remarks to the audience.
6. Speak confidently; always sound as if you believe absolutely in what you are saying and always maintain a consistent front.
7. Leave your personal views and your personal experiences out of account; what is important is exclusively the quality of your arguments.
8. Include a conclusion in which you demonstrate how you have established your argument or refuted your opponent's argument.
9. Never concede that you agree with the other side or suggest compromise positions.

Debate Rubric

Name: _____

Subject of Debate: _____

Pro or Con (Circle one) Which Side Won: _____

Rate each category on a scale of one to ten (1 being lowest) for both teams. Do not let your personal opinions influence your rating.

Criteria	Team A B C D (Circle) Rate: 1-10	Team A B C D (Circle) Rate: 1-10
Opening statements were well organized.		
Team members addressed remarks to the audience.		
Opening statements were not read from cards.		
Students spoke loud enough to be heard.		
Rebuttal was specific to arguments made in the opposing team's opening statement.		
Respect was shown throughout the debate for the opposing team. (No name calling, interruptions, etc.)		

Total Points Earned _____

Activity 11

Task 1: Making a Paper Boat

- Follow the instructions below for making a paper boat. Listen to, watch and mimic your teacher as he or she reads the step-by-step instructions and demonstrates how to make a paper boat.
- Evaluate each other's boats. Did everyone make it correctly?

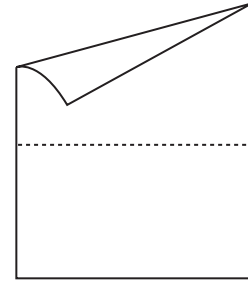
Instructions for Making a Paper Boat

Material needed

A sheet of paper (preferably A4 paper)

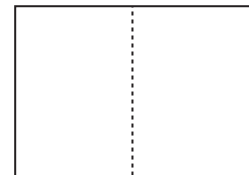
1. Fold the sheet of paper in half by bringing the top and bottom edges of the paper together and crease. Do not unfold.

1



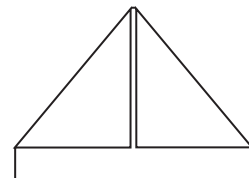
2. With the crease facing away from you, fold the paper in half again from right to left. Unfold it. The paper is folded in half with a line in the middle.

2



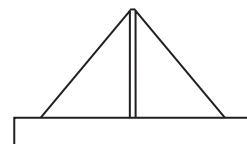
3. Fold the top corners each even with the line in the middle. There will be a triangle with the point facing away from you and space below the folded edges.

3

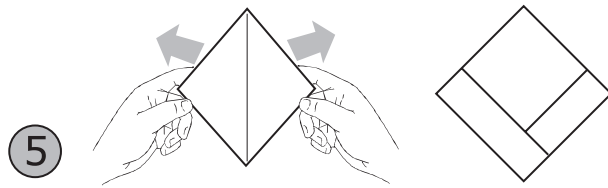


4. Bring the lower edge of the spare paper up to partially cover the middle of the triangle, and crease the bottom edge. Turn the paper over and do the same. Press the edges so the folded paper stays in position. Your paper is formed like a hat.

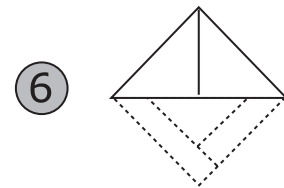
4



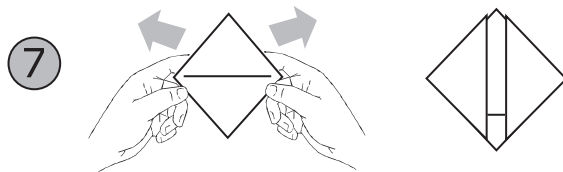
5. With thumbs inside at the middle of the hat, open out from the middle and flatten along the outside edge. Tuck the edges of the flaps inside each other. You will have a square.



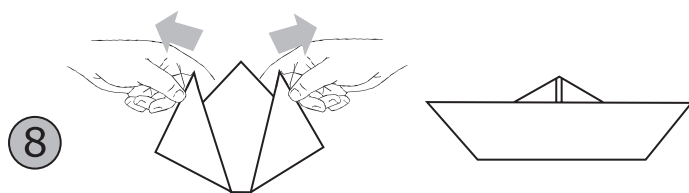
6. Fold the open edge of the square up to meet the point at the top and crease it to make a triangle. Turn the square over and do the same to the other side. Now you have a full triangle with the apex pointing away from you.



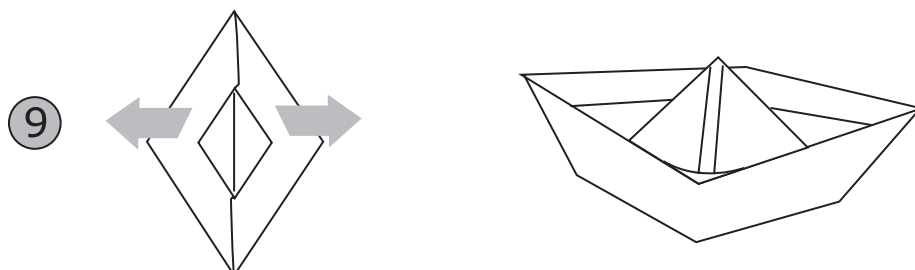
7. Using both thumbs, open out the folded triangle from the middle and flatten it in the opposite way. You should have a square.



8. At the top, there are two loose points on the right and on the left. Pull them apart as far as they will go to form the ends of the boat and flatten all sides.



9. Widen the base of the boat by turning the boat upside down and pulling the sides out.



Task 2: Writing Instructions

Portfolio Requirement 6

- a. Choose one of the following three topics to work on. Your task is to create step-by-step instructions for completing this task. You will be grouped with students who wish to work on the same task. As a group, you will decide on the directions for completing the task.
 - How to cook an Omani dish (Shakshokah)
 - How to write an email
 - How to sew on a button
- b. On a separate sheet of paper, write your name and the name of your task. Number the steps and write step-by-step instructions for completing the task.
- c. Pair with another student who has chosen the same task as you. Compare your instructions and come to agreement on the correct step-by-step instructions, making changes to your written instructions as needed.
- d. When finished, form a small group with another pair and share and compare your instructions. Make any additional revisions as needed.
- e. Consider how well your group worked together. Did you learn something from one another?
- f. As homework, revise your instructions according to your editing marks so you have a clean copy to turn in as part of your portfolio.

Task 3: Vocabulary Test

- a. Work with a partner to test each other on vocabulary words from the unit.
- b. Open your Activity Books to page 35 and take out a blank sheet of paper. Number it along the side from 1-20.
- c. Exchange Activity Books and take turns testing each other, writing the correct spelling of each word on your paper as your partner says it.
 - When you are the test giver, choose 20 words from the vocabulary list, including any words added to the list by your partner.
 - When you are the test taker, be sure the Activity Book is laid down so you cannot see the list of words.
- d. Team up with another pair of students and exchange tests. Check the test of one of the students from this pair for spelling accuracy.
- e. If time permits, choose three words from the vocabulary list and write a sentence using each word.

Activity 12

Task 1: Work-related Problems

Portfolio Requirement 7

- a. Work in a group as assigned by your teacher. As a group decide which of you will have the following roles:
 - Student 1: Presents a summary of the work-related problem to the class (30 seconds)
 - Student 2: Explains the group's solution to the problem (30 seconds)
 - Student 3: Asks for questions from the class and directs a brief class discussion (1 minute)
- b. Refer to page 30 and read the work-related problem assigned to your group. Analyze the problem and discuss possible solutions.
- c. Write a summary of the problem on a separate sheet of paper. Then write your group's proposed solution to the problem. This summary, along with your group's proposed solution, will be required as part of the portfolio assignment due on the last day of the unit.

Activity 13

Task 1: Group Presentations of Problem Solutions

- a. Sit with your group from yesterday.
- b. Groups will present their work-related problems and proposed solutions. Listen and ask questions as other groups present. Presentations should be no more than three minutes in length.
- c. When it is your group's turn to present, follow these guidelines:
 - Student 1: Summarize the problem (30 seconds)
 - Student 2: Explain your group's proposed solution to the problem (30 seconds)
 - Student 3: Ask for questions from the class (1 minute). If class members don't have questions, what will you do? You should ask pointed questions, such as, "Do you agree with the solution we propose?" or, "How would you have handled this situation differently?"

Your group should be prepared to defend your solution to the problem.

Remember

Occupation reports are due tomorrow!

Work-related Problems for Activities 12 and 13

1. You are the owner of a restaurant and one of your employees arrives late for work at least twice per week. His job is to work behind the counter every morning, and it is always very busy with lines of customers.
2. You are the only woman working at a printing company that employs five people. They are currently seeking two new employees.
3. You work as one of three night clerks at a large international hotel. You have worked there two years longer than the other two clerks, yet you have never received a raise in pay or a bonus. The prices of your home and food have increased considerably and it is becoming difficult to pay the many bills.
4. You are an airline attendant for Oman Air. While boarding passengers for a flight to Dubai, you discover several people have not been given proper tickets for their destination.
5. You are enjoying family time away from work during the weekend. Your supervisor calls and asks you to deliver a document to someone during the weekend. She also asks you to pick up some special food items for her as long as you are going to that part of town. Her requests for personal favors during your free time have become more common.
6. You work for an oil prospecting company and have a very talented employee who is a great resource; however, she lacks a degree in geology. Explain to her how more education would advance her career.
7. You are a customer service representative for a car rental company. Your daughter needs a ride home from private school Saturday and Wednesday and it is very far from your office.
8. The owner of the jewelry shop where you work wishes to hire a bookkeeper. You are good with math and would like the job, but you lack accounting training.
9. You have finished your studies in electrical engineering and are being interviewed by a manager at Oman Telecommunications. The interviewer introduces herself and proceeds to discuss the company and the changes it is making as well as the details of the job duties. It is approaching the end of the interview and you have not had an opportunity to speak.
10. The shipping firm where you work is offering positions in their International Division to employees who have a good command of business English. You have always wanted to travel as part of your work.
11. You work for a company and find every morning someone has used your desk the night before and left a mess or has been searching through the belongings in your desk.
12. You have become friends with one of your co-workers. You work at adjoining desks as editors for a small newspaper. Lately your friend has been spending a great deal of time on the phone. He makes personal calls and takes walks around the building, often staying away for an hour or more. He has missed several deadlines and as a result your supervisor has asked you to take on the work he was unable to complete.
13. You have been accepted for a position you worked very hard to get. During your first week on the job, you realize that many of the skills needed for the position are not part of your abilities.
14. You are interviewing for a position after leaving a local company because you felt the company was not ethical. During the interview the interviewer tells you that she is good friends with the owner of the company you left. She asks why you left the company.

Activity 14

Task 1: Occupation Report Evaluation and Edit

- a. Pair with another student. Read and edit your partner's report. Check it for:
 - Clarity
 - Grammar
 - Spelling
 - Organization
 - Punctuation
 - Vocabulary (3-5 occupation-related words)
- b. Fill out the following evaluation sheet on your partner's report. Then discuss your review with your partner.

On a scale of 1–5 with 5 as the best, circle the number that applies to the report.

Clarity	1	2	3	4	5
Grammar	1	2	3	4	5
Spelling	1	2	3	4	5
Organization	1	2	3	4	5
Punctuation	1	2	3	4	5
Vocabulary	1	2	3	4	5

Task 2: Report Presentation

Your teacher will ask for volunteers to present Occupation reports.

Activity 15

Task 1: Occupation BINGO Game

- a. Write the names of the following occupations in each of the squares below, in any order you wish.

chef	nurse	computer programmer	hotel clerk
airline pilot	farmer	graphic designer	flight attendant
military officer	scientist	actor	teacher
bookkeeper	manufacturer	physician	police officer

BINGO Game Card

- b. Your teacher will describe an occupation. According to the description you hear, cross out the occupation it matches. When you have crossed out four occupations in a row across (up and down or diagonal) say “BINGO” aloud. The first student to say “BINGO” wins the game.

Task 2: Unit Reflection

Portfolio Requirement 8

Think about the things you have learned about occupations over the past three weeks and then answer the following questions.

1. Which of the following topics did you like best in this unit?

- ☐ Surveying each other to learn about occupations best suited to your personality
- ☐ Curricula Vitae
- ☐ Analyzing ads and writing letters of interest
- ☐ Taking and leaving phone messages
- ☐ Writing questions in preparation for a job interview
- ☐ Interview role play
- ☐ Informational interview
- ☐ Debate about the “Career Choices” story
- ☐ Analyzing problems in the workplace

Why was this topic your favorite?

2. Spend one minute writing everything you know about your favorite topic from the unit in the space below.

3. The topic that I had the most difficulty with was _____.

4. Write a question you still have about interviewing. _____

5. If I could change this unit, I would add _____.

6. When you are finished, discuss your answers in a group of three.

Unit Vocabulary Words

Be prepared to spell, define and use the following words associated with occupations and the world of work correctly when speaking and writing.

actor	company	graphic designer	police officer
airline pilot	computer programmer	hotel clerk	productive
bookkeeper	concentrate	international	qualifications
boutique	convenience	interview	representative
business	Curriculum Vitae	manufacturer	salary
chef	employee	military officer	scientist
client	ethical	nurse	teacher
collateral	farmer	organization	telecommunications
colleague	flight attendant	physician	tourist

Additional Words:

Questionnaire Key

Here is the key to the questionnaire on page 2 of the Activity Books.

Group	Statements	Type	Possible Careers
Group 1	2, 5, 8, 10	Social	If most of these are true for you, then you are more social. You may value working with people. Some jobs you may like are teacher, librarian, counselor, social worker, police officer, athletic trainer and nurse.
Group 2	3, 4, 6, 11	Conventional	If most of these are true for you, then you are more conventional. You may value organization and order and like to work in a systematic way. Some jobs you may like are office manager, bookkeeper, accountant, clerk, secretary and typist.
Group 3	1, 4, 7, 9	Analytical and Inquisitive	If most of these are true for you, then you are more analytical and inquisitive. You may like to use tools or machines or work with animals. You may also like to solve scientific problems. A variety of jobs are available that require scientific knowledge and practical skills. Some jobs you may like are chemist, electrical engineer, biologist, carpenter, mathematician, dentist, physician, veterinarian, pharmacist, medical doctor and technician.
Group 4		None of These/ Artistic	If none of the statements apply to you, then you may be more artistic, which is not covered in these statements. You like to express yourself through drawing, painting, writing, drama, etc.
Group 5		A Combination of the Above	People are not necessarily divided into these defined groups. In many cases you may fit in more than one group. This does not necessarily mean that you are undecided or confused but that you have more to offer to the workplace. This opens many more options for you.

Letter of Interest Rubric

Category	Excellent	Good	Satisfactory	Unsatisfactory	Score
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.	
Sentences and Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.	
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.	
Grammar and Spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.	
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.	
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a fairly clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	

Notes