

English 11

Unit 6: Occupations



Teacher's Guide



**Sultanate Of Oman
Ministry Of Education**



CREATIVE ASSOCIATES INTERNATIONAL^{INC}

Creative Associates and Seward Incorporated would like to acknowledge the cooperation, collaboration and support received from the Sultanate of Oman, Ministry of Education.

The Online Teacher Training program is a result of the efforts of many individuals from the Oman Ministry of Education working cooperatively with Seward Incorporated. We are grateful for their enthusiasm, expertise and support throughout the project.

Special thanks to the Dohat Al Adab Girls School and the Jabir bin Zayd Boys School, where the video filming for the Online Teacher Training took place. Thanks also to the delightful teachers and students of the Muscat area who demonstrated good teaching and learning in the Online Training videos.

The Middle East Partnership Initiative/Partnership School Program (MEPI/PSP) is funded by the U.S. State Department and implemented by Creative Associates International Inc., and Seward Incorporated.

Disclaimer

This project was funded, in part, through Cooperative Agreement Number S-NEAPI-O4-CA-117.

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Introduction

Unit 6: Occupations is a three-week unit in which students progress through the stages of career awareness and preparation. They begin by determining their field of interest. They then write a Curriculum Vitae and letter of interest, conduct an informational interview, role play a job interview and engage in tasks related to being on a job.

This newly created unit has been designed as part of the Online Teacher Training program. Its purpose is to provide a practical example of how Active Learning can be incorporated into the English curriculum. Each activity has been designed based on this primary goal.

As with the Our World Through English (OWTE) curriculum currently in use, the competencies included in this instruction are:

- Knowledge: Vocabulary, Grammar
- Skills: Speaking, Listening, Reading, Writing

Every activity provides students with opportunities for listening, reading, speaking or writing English.

Page 43 contains a list of the key vocabulary words for this unit. Students will be expected to learn the meaning and spelling of these work-related words and may add their own words to the list. Students will be tested on these words in the final week of the unit.

As you proceed through the unit, keep in mind that because you are the teacher, you know your students' interests, capabilities and limits best. The activities may work well for some of your classes, but others may need to be adapted according to your students' abilities and interests.

Activity Reflection

After you complete each day's activities, take a moment to reflect on the activity's success. Record your thoughts in the Teaching Journal located at the end of this guide. Some questions are listed there to help you organize your thinking.

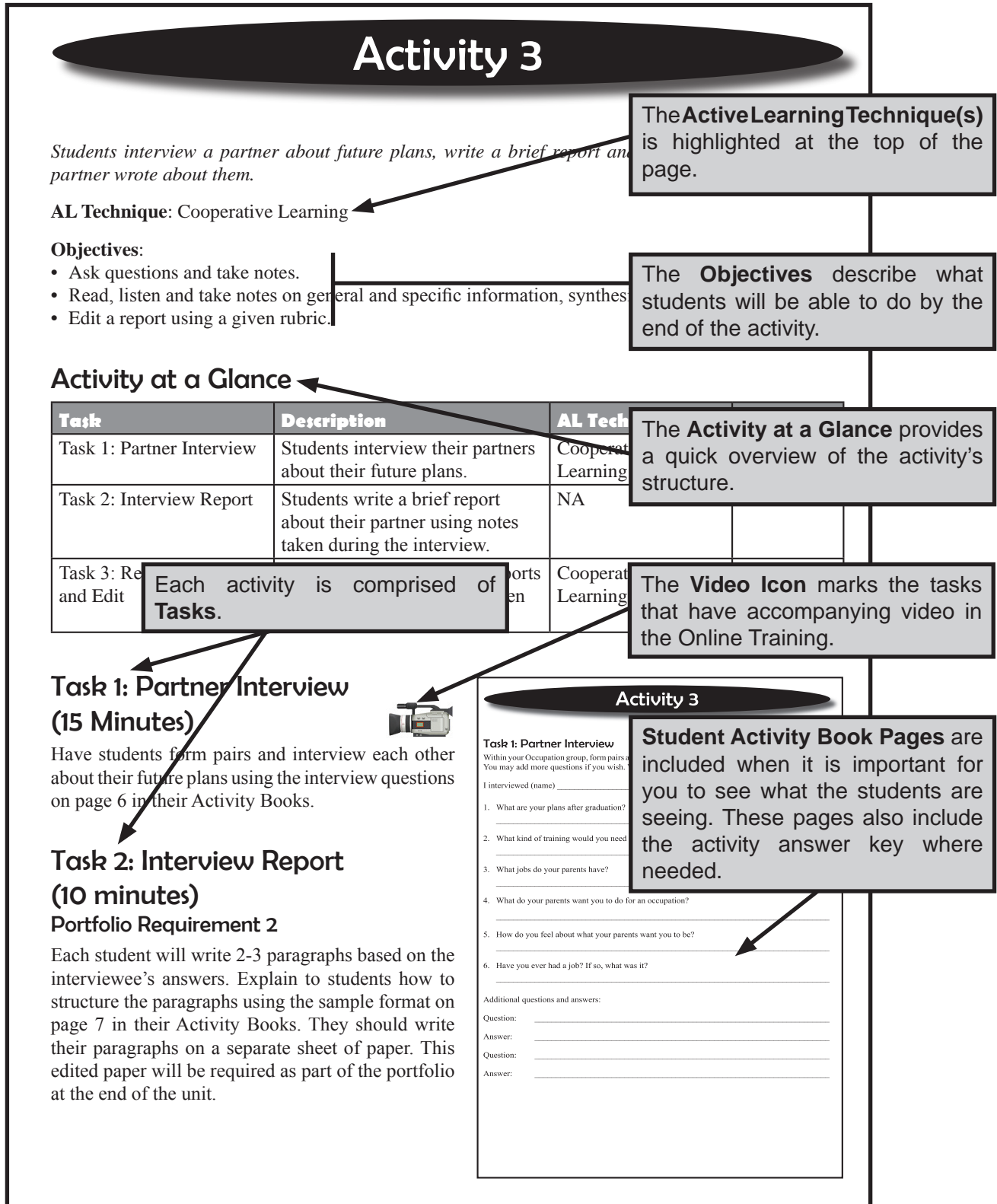
Materials

This curriculum unit is comprised of the following materials:

- The Teacher's Guide: The Teacher's Guide, which you are now reading, describes all the activities in detail. It includes answers to the Activity Book pages and references to associated video segments in the Online Training. On pages 52-54 of this guide, you will find profile charts for you to track student attainment of objectives and portfolio requirements.
- The Online Training: The Online Training explains the Active Learning strategies underlying the activity tasks and provides video demonstrations of these strategies being used in the classroom. If you have not yet reviewed the Online Training, be sure to do so before teaching this unit.
- Activity Books: The Activity Book contains the information for activities in the unit. Each student will need an Activity Book for use throughout the unit.

Activity Structure

This guide contains a brief activity overview and the learning objectives at the beginning of each activity. This page diagram highlights the activity's structure.



The **Active Learning Technique(s)** is highlighted at the top of the page.

The **Objectives** describe what students will be able to do by the end of the activity.

The **Activity at a Glance** provides a quick overview of the activity's structure.

The **Video Icon** marks the tasks that have accompanying video in the Online Training.

Student Activity Book Pages are included when it is important for you to see what the students are seeing. These pages also include the activity answer key where needed.

Pairing and Group Work

Many of the activities in this unit require that students work in pairs or small groups. Some of the grouping will be determined as students form Occupation groups in Activity 2, resulting from a survey they take the previous day.

In most instances, you should decide ahead of time how you wish to group or pair students, perhaps depending on the day's planned activity. For example, you may wish to pair a more skilled English learner with a less skilled learner. This will provide help to the less skilled student and additional practice for the more skilled student.

You may choose to purposely allow students to pair with a friend or, as an alternative, pair with someone they don't know as well to ensure that everyone feels included. As you consider pairing and grouping, remember that one group may need enrichment activities while others may need more practice to learn activity content. For some activities, the same pair or group will need to work two days in a row, as a task from one day will be completed the next day. Preview the activities to determine ahead of time how best to use pairing and grouping for your class.

Unit at a Glance

The following table outlines the tasks, task descriptions and Active Learning techniques for the unit.

Note: For tasks that do not use Active Learning techniques, "NA" (not applicable) is noted in the Active Learning Techniques column.

Activity (Day)	Task	Title	Description	Active Learning Techniques
1	1	Unit Introduction	Class discussion on occupations.	NA
	2	Vocabulary	Introduction to vocabulary of unit.	NA
	3	Guess the Occupation Game	Students play a game and engage in a discussion with a partner.	Game, Cooperative Learning
	4	Pair Survey and Questionnaire	Students survey a partner and fill out a form.	Cooperative Learning
2	1	Occupation Choice	Students spend one minute writing about their job choice.	Minute Paper
	2	Library Search Project	Students hear about the details of this assignment.	Project-based Learning
	3	Occupation Group	Students form Occupation groups and explain their job choice using their Minute Paper information.	Cooperative Learning
	4	Portfolio Requirements	Students learn about the requirements for the project due at the end of the unit.	Project-based Learning
	5	Grammar	Students are introduced to conditional clauses ("If" clauses with "will").	NA
	6	Grammar Practice	Students solve a puzzle using conditional clauses.	Cooperative Learning
3	1	Partner Interview	Students interview their partners about their future plans.	Cooperative Learning

Activity (Day)	Task	Title	Description	Active Learning Techniques
	2	Interview Report	Students write a brief report about their partner using notes taken during the interview.	NA
	3	Report Exchange and Edit	Students edit each other's reports about themselves using a given rubric.	Cooperative Learning
4	1	Curriculum Vitae (CV) Samples	Students work in small groups to analyze CV samples.	Problem-based Learning
	2	Introduction to CVs	Students discuss group findings, and then are presented with information about Curricula Vitae.	NA
	3	Writing Your CV	Students hear the details of this homework assignment: to write their CVs using guidelines in their Activity Books.	NA
5	1	New Vocabulary Words	Students pronounce new vocabulary words and use them correctly in a sentence.	NA
	2	CV Exchange and Edit	Students exchange and edit CVs.	Cooperative Learning
	3	Grammar	Students learn about future time clauses.	NA
	4	Grammar Practice	Students work together to complete a practice activity.	Cooperative Learning
6	1	Analyzing Ads for Jobs	Students work in groups to analyze job ads and brainstorm what should be in a letter of interest.	Cooperative Learning
	2	Letters of Interest	Students hear a mini lecture on the qualities of good letters of interest.	NA
	3	Writing Your Letter of Interest	As a homework assignment, students write a letter of interest in response to an advertisement for a job.	NA
7	1	Letter Exchange and Edit	Students work with a partner and exchange and edit their letters of interest.	Cooperative Learning
	2	Phone Conversation	Students listen to a phone conversation and identify important information.	NA
	3	Taking Phone Messages	Students practice taking written phone messages accurately and politely.	Cooperative Learning, Role Play
8	1	A Job Interview Question Response	Students work in groups to evaluate the answer to a job interview question.	Problem-based Learning
	2	Successful Interviews	Students hear a mini lecture on successful job interviews.	NA
	3	Another Job Interview Question Response	Students work in groups to evaluate the answer to a job interview question.	Cooperative Learning

Activity (Day)	Task	Title	Description	Active Learning Techniques
	4	Job Interview Questions	Students work in groups to write questions for role playing a job interview.	Cooperative Learning
9	1	Job Interview Role Play	Students work in pairs and take turns playing the interviewer and interviewee, using questions written from the day before.	Role Play
	2	Informational Interview	Students hear the assignment for conducting an informational interview, then write questions in preparation for the interview.	Cooperative Learning, Project-based Learning
10	1	Story Reading and Debate Preparation	Students work in a group to solve a problem and prepare to defend or rebut sides of an issue.	Problem-based Learning
	2	Debate	Students conduct a debate about career choices described in a story.	Cooperative Learning
11	1	Making a Paper Boat	Students learn how to make a paper boat after a demonstration of the process.	NA
	2	Writing Instructions	In collaboration, students write step-by-step instructions for one of three tasks.	Cooperative Learning
	3	Vocabulary Test	Students test each other on their vocabulary words. They then work in groups to check the tests for spelling accuracy.	Cooperative Learning
12	1	Work-related Problems	Students work in groups to discuss and pose solutions to work-related problems.	Problem-based Learning, Cooperative Learning
13	1	Group Presentations of Problem Solutions	Groups have three minutes to present their problem and solution to the class and to lead a brief class discussion.	Cooperative Learning, Socratic Questioning
14	1	Occupation Report Evaluation and Edit	Students edit and evaluate each other's Occupation report.	Cooperative Learning
	2	Report Presentation	Volunteers present their reports to the class.	NA
15	1	Occupation Bingo Game	Students play a vocabulary Bingo game.	Game
	2	Unit Reflection	Students reflect on their learning in this unit.	Journaling, Minute paper
	3	Portfolios	Students turn in their portfolios for the unit.	NA

Activity 1

Students learn some occupationally-related vocabulary, play a motivating interactive game and survey one another.

AL Technique: Games, Cooperative Learning

Objectives:

- Use occupationally-related vocabulary in sentences that are grammatically correct.
- Read and recognize work-related vocabulary words.
- Question and listen to solve a puzzle.
- Read and use information that demonstrates an understanding of how to sequence instructions.
- Write answers to questions.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Unit Introduction	Class discussion on occupations.	NA	8 minutes
Task 2: Vocabulary	Introduction to vocabulary of unit.	NA	2 minutes
Task 3: Guess the Occupation Game	Students play a game and engage in a discussion with a partner.	Game, Cooperative Learning	10 minutes
Task 4: Pair Survey and Questionnaire	Students survey a partner and fill out a form.	Cooperative Learning	10 minutes

Activity Book, Page 1

Task 1: Unit Introduction (8 minutes)











- Ask students about occupations held by their family members: father, mother, uncle, aunt, etc. Ask for volunteers to tell the class what they want to be in the future.
- Read the vocabulary list of occupations shown on page 1 in the Activity Book with the students. Ask students for the name of each numbered occupation, and have them write the name in the space by the photo.

Task 2: Vocabulary (2 minutes)

Tell students that at the end of the unit, they will be responsible for knowing fifteen vocabulary words from the unit. These words are listed on page 35 in their Activity Books and on page 43 of this guide. Throughout the unit, they should keep a list of new words they read in the activities. During Week 3,

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.

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. _____

they will bring their list of fifteen words. This list may include at least ten words from the vocabulary list and five new words they choose from the unit, or they may choose to use only words from the vocabulary list.

Task 3: Guess the Occupation Game (10 minutes)



- Have each student think of an occupation and write its name on a piece of paper. They should not show what they have written to any other student.
- Grouped in pairs, students ask each other questions to try to guess the occupation the other student wrote on his or her paper. Students may only ask questions that are answered with “yes” or “no.” When an answer is “no,” it becomes the partner’s turn to ask questions. With each “no,” students should switch turns asking questions. As students guess the correct occupation, the paper is turned upright on the desk.
- When all jobs are correctly named, have students take turns deciding if they would rather be a teacher or an engineer and explaining why to their partner.

Task 4: Pair Survey and Questionnaire (10 minutes)



- Have students continue working in pairs for this task.
- Tell pairs to turn to page 2 in their Activity Books and interview each other to complete the survey on the page. Have students place a tick beside the statements that are true for their partners.
- Have students refer to what their partners have ticked for them and fill in the "You" column.
- Have students determine which Occupation group is best suited to them based on their answers using the key on page 36 in their Activity Books. They should indicate the occupation area best suited to them in the space provided below the survey form.

Activity Book, Page 2

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

From the previous task, students indicate a career interest and write about it. They then form groups based on their interests. These groups will work together on several activities in the unit.

Teacher Pre-work:

- If time permits, have a complete, well-done portfolio to show as an example for students as you introduce the portfolio project in Task 4.
- Photocopy the Conditional Clause Cards on page 11 in this guide. Make five copies of the page and cut the cards and distribute one full set to each group.

AL Techniques: Minute Paper, Cooperative Learning, Project-based Learning

Objectives:

- Write about a job choice using correct grammar and vocabulary.
- Read and take notes on general and specific information, synthesizing to create a report.
- Give descriptions and ask and answer questions about a job choice.
- After listening to details about assignment and project requirements, demonstrate an understanding of the gist as well as specific information.
- Demonstrate an understanding of conditional clauses in sentence structure by using them correctly when speaking and writing.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Occupation Choice	Students spend one minute writing about their job choice.	Minute Paper	1 minute
Task 2: Library Search Project	Students hear about the details of this assignment.	Project-based Learning	1 minute
Task 3: Occupation Group	Students form Occupation groups and explain their job choice using their Minute Paper information.	Cooperative Learning	10 minutes
Task 4: Portfolio Requirements	Students learn about the requirements for the project due at the end of the unit.	Project-based Learning	5 minutes
Task 5: Grammar	Students are introduced to conditional clauses (“If” clauses with “will”).	NA	8 minutes
Task 6: Grammar Practice	Students solve a puzzle using conditional clauses.	Cooperative Learning	5 minutes

Task 1: Occupation Choice (1 minute)

Have each student write the name of the job or an occupational field they have chosen at the top of a piece of paper. Tell students to spend one minute writing everything they know about this job or field on the paper.

Note: While this paper will not be graded, it can be used as a later reference for students to monitor their learning and reflect on what they've learned over the course of the unit.

Task 2: Library Search Project (1 minute)

Portfolio Requirement 1

Introduce the Library Search report due at the beginning of Week 2. Students will summarize their findings about their occupational choice in a one-page report. You may further define requirements for the report according to what will benefit your students.

Task 3: Occupation Group (10 minutes)



- a. Have students get into groups with other students who fall into the same Occupation group based on the results of the survey they completed yesterday. The groups are:
 - Social
 - Conventional
 - Analytical and Inquisitive
 - None/Artistic
 - Combination

These will be called their Occupation group. Groups will work together on various activities in the unit. If you find that there is one student in a group alone, have that student join a group that most closely relates to his or her chosen occupation.

- b. Have students explain to group members why they chose the job and occupational field they wrote down and the results of their minute paper.

Note: Have students remain in their Occupation groups for the rest of the activity as Task 6 requires group work.

Task 4: Portfolio Requirements (5 minutes)

- a. Tell students how to start a small portfolio about the job they chose. The portfolio, due on the last day of the unit, must contain these numbered components:
 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. Writing instructions (Activity 11, Task 2)
 7. Work-related problems (Activity 12, Task 1)
 8. Unit reflection (Activity 15, Task 2)

Students may also include writings about what they learn about their occupational choice, photos, news articles, etc.

- b. If possible, show an example of a well-done portfolio to communicate your expectations to students.

Task 5: Grammar (8 minutes)

- a. Ask students questions about what they will need to qualify for the career they want. For example, if the student wants to be an engineer, ask these questions:
 - What is the name of the university where you should study?
 - What subjects should you study to prepare to enroll in a college of engineering?
 - What steps should you take if you want excellent skills in math, science and English?

- b. Write the sentences on the board as students reply.
- c. Explain to students the sentence structure that includes a conditional clause: “If...Then...”
- d. Explain to students that they will need to include conditional clauses when they write about their partner’s occupational interest in Activity 3.

Task 6: Grammar Practice (5 minutes)



- a. Have Occupation groups read about the puzzle-problem on page 4 in their Activity Books.
- b. As they read, give each group a set of Conditional Clause cards. Have students work together to put cards in the correct order to complete a conditional clause. Students should divide up the following roles among their group members:
 - One person arranges the Conditional Clause cards as the discussion suggests.
 - 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 each 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.

- c. Explain the rules of the puzzle:
 - The man can’t take the dog and the fish in the same trip.
 - The man has to get all the animals to the island in five trips.
- d. Ask a student from some of the groups to explain their solutions.
- e. Have students take a moment to reflect on and discuss within their group how well their group worked together. Students may use the questions on page 5 of their Activity Books for discussion ideas.

Activity Book, Page 4

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!



Activity Book, Page 5

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?

Conditional Clause Cards

If he takes the fish first,

If he takes the dog first,

If he takes the cat first,

If he takes the cat and the fish first,

If he brings the fish back,

If he brings the cat back,

If he brings the dog back,

the cat will eat the fish.

the cat will not be able to eat the fish.

the dog will kill the cat.

all the animals will be safe.

the dog will not be able to kill the cat.

Activity 3

Students interview a partner about future plans, write a brief report and then edit the report their partner wrote about them.

AL Technique: Cooperative Learning

Objectives:

- Ask questions and take notes.
- Read, listen and take notes on general and specific information, synthesizing to create a report.
- Edit a report using a given rubric.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Partner Interview	Students interview their partners about their future plans.	Cooperative Learning	15 minutes
Task 2: Interview Report	Students write a brief report about their partner using notes taken during the interview.	NA	10 minutes
Task 3: Report Exchange and Edit	Students edit each other's reports about themselves using a given rubric.	Cooperative Learning	5 minutes

Activity Book, Page 6

Task 1: Partner Interview (15 Minutes)



Have students form pairs and interview each other about their future plans using the interview questions on page 6 in their Activity Books.

Task 2: Interview Report (10 minutes)

Portfolio Requirement 2

Each student will write 2-3 paragraphs based on the interviewee's answers. Explain to students how to structure the paragraphs using the sample format on page 7 in their Activity Books. They should write their paragraphs on a separate sheet of paper. This edited paper will be required as part of the portfolio at the end of the unit.

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 3: Report Exchange and Edit

(5 minutes)

Have pairs exchange the reports. Students will read the report written about them and edit it for:

- Accuracy
- Grammar: time clauses with the future, conditional (if/then) clauses
- Spelling
- Punctuation
- Vocabulary

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

Students learn about and discuss the qualities of good Curricula Vitae.

AL Technique: Problem-based Learning

Objectives:

- Read and grasp the general meaning of a text.
- Participate in group discussions leading to group consensus.
- Understand the general meaning and the specific information in a text.
- Write a Curriculum Vitae using the correct format.

Note: “Curricula Vitae” (vee-tie) is the plural form; “Curriculum Vitae” is singular.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Curriculum Vitae (CV) Samples	Students work in small groups to analyze CV samples.	Problem-based Learning	10 minutes
Task 2: Introduction to CVs	Students discuss group findings, and then are presented with information about Curricula Vitae.	NA	15 minutes
Task 3: Writing Your CV	Students hear the details of this homework assignment: to write their CVs using guidelines in their Activity Books.	NA	5 minutes

Task 1: Curriculum Vitae (CV) Samples (10 minutes)



- Assign students to work in groups of three.
- Have students turn to pages 8 and 9 in their Activity Books (shown on the next page). They should review and discuss the two CV examples, and then indicate which one is a good example by placing a tick in the corner of the appropriate box.
- For the poor CV, they should write a list of the problems they have discovered and how the CV can be improved.

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.	This objective is not appropriate for someone applying to work at a company.
Education Al-Rwadhah Basic Education School	Dates attended should be included. Since she's still in high school, she should include previous schools as well.
Experiences <ul style="list-style-type: none"> 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 Ibbi. I make and sell flowers to my community. 	Don't include personal family information.
Skills <ul style="list-style-type: none"> Arrangement Creative patterns 	Does she grow flowers? Or make flower arrangements? Where does she sell them and how often? Is this a successful venture?
Activities <ul style="list-style-type: none"> 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.	The first 3 bullets are vague. These should show membership positions in clubs, organizations, athletic teams, or community organizations, and her specific role in them.

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 2002-Present	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. 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 (15 Minutes)

- Ask each group to form with another group and explain their findings.
- Regroup as a class to discuss the Curricula Vitae. Refer students to the information on page 10 in their Activity Books.
- Introduce the CV and explain what it is and its purpose—the CV is a summary of experiences in work and in school. Employers compare the CV to job descriptions of advertised openings to discover if the applicant has the required experience and skills to fill the vacancy.
- Explain each section in detail.

A good CV includes the following sections:

1. Career Objective

Briefly state the job or industry you're pursuing. 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 you've attended and the dates, starting with the most recent one.
- Include high school and other educational experiences beyond high school, 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, and 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 pertinent to the job are best, but you may share other special skills you possess. For example, you may know sign language or speak another foreign language fluently.

5. Activities

Note membership or leadership positions in clubs, organizations of any kind, athletic teams, community organizations, and so on. List activities in which you have participated and include your specific role for each.

6. Awards

List any awards or special recognition you've received. If you don't have any, 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. This section is often used by the employer at the start of an interview to break the ice.

Task 3: Writing Your CV (5 minutes)

Portfolio Requirement 3

Introduce the homework assignment for tomorrow. Clarify any points of confusion. Students should write their CV (typed or handwritten) using the guidelines in their Activity Books and bring it the next day for editing.

Note: Remind students to continue adding to the vocabulary list on page 35 of their Activity Books as they encounter new words in the unit.

Activity 5

Students pronounce and use new vocabulary words and grammar and evaluate each other's CVs.

AL Technique: Cooperative Learning

Objectives:

- Pronounce new vocabulary words and use them correctly in a sentence.
- Edit a CV using a given rubric.
- Understand the sentence structure of future time clauses and use them in sentences.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: New Vocabulary Words	Students pronounce new vocabulary words and use them correctly in a sentence.	NA	5 minutes
Task 2: CV Exchange and Edit	Students exchange and edit CVs.	Cooperative Learning	10 minutes
Task 3: Grammar	Students learn about future time clauses.	NA	5 minutes
Task 4: Grammar Practice	Students work together to complete a practice activity.	Cooperative Learning	10 minutes

Task 1: New Vocabulary Words (5 minutes)

- Ask for volunteers to pronounce new vocabulary words and use them in a sentence. The new vocabulary words are from the library research about their chosen occupation or from other activities throughout the week.
- Remind students that they will be tested in Week 3 on fifteen new vocabulary words.

Task 2: CV Exchange and Edit (10 minutes)



Students will work in pairs and exchange their CVs. They will edit and evaluate each other's CV based on the rubric you present and discuss their findings with each other. Students should take their edited CVs home and make necessary revisions, as this will be part of their portfolio requirements due on the last day of the unit.

Task 3: Grammar (5 minutes)

Present future time clauses as follows:

- Start by asking students questions about future career plans after they graduate from school (e.g., I'll get a job when I leave school).
- Write the sentences on the board as students talk.

- c. Explain to students the sentence structure of future time clauses:
- Sentences with time clauses have the same patterns as sentences with “If” clauses discussed in Activity 2. Students have studied clauses with “when” and “before” already in OWTE, but they have not studied future time clauses with “when” and “before”.
 - Tell students to look at the grammar box on page 11 in their Activity Books as you read the sentences aloud. Point out that the first sentence means the same as the third sentence and the second sentence means the same as the fourth sentence.
 - Ask students if the sentences are about the past, present or future. (Answer: Future)
 - Ask students whether the first two sentences mean the same as the second two. (Answer: Yes) Point out that the sentences can be changed around in the same way.
 - Ask students to tell you about the punctuation. (There is a comma between the clauses when the time clause is first.)
 - Ask which tense is used in the main clause? (Answer: The future with “will”) Ask which tense is used in the time clause? (Answer: The present)

Task 4: Grammar Practice (10 minutes)



- Have students work in pairs to complete Part 1 of the grammar practice on page 11 in their Activity Books.
- Have pairs work with another pair to create a team and complete Part 2 of the grammar practice.
- When teams have finished, ask volunteers from each team tell the class one or two of their answers.

Homework: Have students revise their CV as a homework assignment.

Homework Reminder: Remind students that on the first day of the next week there will be two homework assignments due:

- The Library Search report on the job they have chosen (from Activity 2, Task 2)
- Their revised Curriculum Vitae

Activity Book, Page 11

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.

<ol style="list-style-type: none"> ...when I have more money I'll do my homeworkbefore 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. 	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: black; color: white; text-align: center;"> <p>Homework Reminder</p> <p>Two assignments are due at the beginning of next week:</p> <ol style="list-style-type: none"> Your Library Search project Your revised CV </div>
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Activity 6

Students hear and take notes about writing letters of interest in response to an advertisement.

AL Technique: Problem-based Learning

Objectives:

- Understand the general meaning and the specific information in a text.
- Write a letter of interest using appropriate organization and verbiage.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Analyzing Ads for Jobs	Students work in groups to analyze job ads and brainstorm what should be in a letter of interest.	Problem-based Learning	15 minutes
Task 2: Letters of Interest	Students hear a mini lecture on the qualities of good letters of interest.	NA	15 minutes
Task 3: Writing Your Letter of Interest	As a homework assignment, students write a letter of interest in response to an advertisement for a job.	NA	

Note: Collect the two assignments due today:

- Students' revised CVs
- Students' Library Search reports

Review them for accuracy, grammar, vocabulary, punctuation and any other rubric features you have specified previously. A sample rubric for the Library Search report is located on page 49 in this guide. These assignments should be returned to students in time to be included in their portfolios due on the last day of the unit.

Task 1: Analyzing Ads for Jobs (15 minutes)



- Refer students to page 12 in their Activity Books. Have students work in groups of 3-4 and read the six advertisements for vacant positions and match the ads to the job titles.
- Have the groups brainstorm the things that should be included in a letter of interest. They should assign a recorder for the group to create the list on a separate sheet of paper. Ask for volunteers to present their lists with the class.

Activity Book, Page 12

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>1</p> <p>Urgently Needed</p> <p>General Trainers, Inc. Tel: 24-543210</p> <p>Job Description:</p> <ul style="list-style-type: none"> Identify and control immediate risks Generate sales proposals Monitor existing accounts, ensuring quality and consistency <p>Job Qualifications:</p> <ul style="list-style-type: none"> Marketing experience in general training Good communication skills Filing administrative paper work <p>On the job training will be provided</p>	<p>2</p> <p>Do you like helping others? Here is your chance</p> <p>Job Description:</p> <ul style="list-style-type: none"> Provides primary health care services Performs physical examinations Performs diagnostic tests <p>Job Qualifications:</p> <ul style="list-style-type: none"> Associate degree Minimum of one year experience
<p>3</p> <p>A Local Newspaper Going Online</p> <p>Required 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 flow applications <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 	<p>4</p> <p>ROYAL BANK</p> <p>Invest/Do Deal/Manage/Run/Save/Help/Protect/Secure/Assure</p> <p>Do you have?</p> <ul style="list-style-type: none"> Provide information for bank customers Scheduling appointments Organizing and maintaining <p>Responsibilities include:</p> <ul style="list-style-type: none"> Present primary customer service Respond to bank communication skills New opening <p>The candidate must be able to handle customer service and financial.</p>
<p>5</p> <p>Biotechnology Research Laboratory</p> <p>Call: 24-000-000</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 <p>Qualifications:</p> <ul style="list-style-type: none"> * Master degree in biotechnology * 5 year laboratory experience * Strong organizational and writing skills 	<p>6</p> <p>Home Creations Company</p> <p>Need:</p> <p>Skilled professionals to create, install and repair kitchen cabinets.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> Knowledge of machine operation On-site driver's license <p>No educational requirement is necessary.</p>

Job Title	Advertisement
Receptionist	4
Scientist	5
Carpenter	6
Sales Representative	1
Nurse	2
Computer Programmer	3

Activity Book, Page 13

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.

- c. Have students choose one of the jobs advertised. They will write a letter of interest for this position as homework.

Task 2: Letters of Interest (15 minutes)

- a. Have students open their Activity Books to page 14 and look at the sample letter of interest. Explain the components of a good letter of interest. This is a mini lecture. Explain the information below and have students take notes by filling in the blanks on page 13 in their Activity Books.
- b. Write the statements below on the board, or tell students the words to fill in the blanks and explain them. The underlined words below belong in the blanks that appear in the students' Activity Books.

Letter of Interest:

1. Write your name, address and phone number at the top of the letter.
2. Write the name and position of the person to whom you are writing the letter.
3. Include the date on your letter.
4. State the title of the job you are writing about.
5. State your qualifications for the job you seek. For example: I can speak English. 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 opportunity to be interviewed for the position.
7. Give your phone number and the best times to reach you.
8. State that you are looking forward to hearing from them regarding an interview at their earliest convenience.

Task 3: Writing Your Letter of Interest

Portfolio Requirement 4

Explain the homework assignment. Students will write a letter of interest (typed or handwritten) in response to an advertisement. Tell students they will need their completed letters tomorrow to edit in class. To encourage completion you may want to announce that incomplete or missing homework will mean grades are marked down for the assignment.

Activity Book, Page 14

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

Students edit letters and practice phone calls to set up an interview for the position they want.

AL Technique: Cooperative Learning, Role Play

Objectives:

- Edit written letters using a given rubric.
- Verbally summarize notes from listening or reading information.
- Respond to a phone call and take a written message accurately using polite language.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Letter Exchange and Edit	Students work with a partner and exchange and edit their letters of interest.	Cooperative Learning	10 minutes
Task 2: Phone Conversation	Students listen to a phone conversation and identify important information.	NA	5 minutes
Task 3: Taking Phone Messages	Students practice taking written phone messages accurately and politely.	Cooperative Learning, Role Play	15 minutes

Task 1: Letter Exchange and Edit (10 minutes)



Have students exchange their letters of interest with a partner. Students should edit each other's letters for clarity, spelling, punctuation and completeness. Have students score the letter using the rubric on page 37 of their Activity Books. A copy of that rubric is also located on page 48 of this guide. If some students did not bring in completed letters, have them work in small groups and edit the letters of those students who did complete their homework.

Task 2: Phone Conversation (5 minutes)

Have students listen to a phone conversation between Joe's mother and Peter, and identify important information.

Note: Use the audiotape used in the current OWTE Unit 6.

Activity Book, Page 15

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.

Task 3: Taking Phone Messages (15 minutes)



- Explain to students the following points about phone etiquette:
 - Identify yourself right away (e.g. Hello, this is (name), is (name) available?).
 - Say please and thank you.
 - Verify information with the caller to ensure accuracy of the written message.
- Have students work in pairs. Have each pair refer to the scripts on pages 16-17 in their Activity Books. Pairs should choose from one of the three scripts and role play the conversation. One of the students will be the message taker.
- After finishing the role play, pairs should exchange roles and choose one of the other scripts.

Note: Remind students to continue adding to the vocabulary list on page 35 of their Activity Books as they encounter new words in the unit.

Activity Book, Page 16

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 Abdullah 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.

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 Abdullah 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 _____

WHILE YOU WERE OUT

DATE _____ TIME _____
 CALLED _____
 MESSAGE _____

Activity Book, Page 17

Script C: Setting up an interview appointment

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

WHILE YOU WERE OUT

DATE _____ TIME _____
 CALLED _____
 MESSAGE _____

Task Review

My partner for this task was _____

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

Activity 8

Students work in groups to evaluate job interview questions and responses. They then listen to a mini lecture on successful interviews and prepare questions for role playing a job interview.

AL Technique: Problem-based Learning, Cooperative Learning

Objectives:

- Understand the general meaning and the specific information in a text.
- After listening to a mini lecture on a successful job interview, apply the information by writing appropriate questions and preparing appropriate answers to questions that might be asked during a job interview.
- Participate in small group discussions leading to group consensus.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: A Job Interview Question Response	Students work in groups to evaluate the answer to a job interview question.	Problem-based Learning	5 minutes
Task 2: Successful Interviews	Students hear a mini lecture on successful job interviews.	NA	5 minutes
Task 3: Another Job Interview Question Response	Students work in groups to evaluate the answer to a job interview question.	Cooperative Learning	5 minutes
Task 4: Job Interview Questions	Students work in groups to write questions for role playing a job interview.	Cooperative Learning	15 minutes

Task 1: A Job Interview Question Response (3 minutes)



- Have students divide into their Occupation groups. These groups will work together for Tasks 1, 3 and 4 of this activity. Have students rotate the following roles for each of these tasks:
 - Leader: Keeps the group on task
 - Recorder: Documents the group's efforts, as needed
 - Reporter: Explains the group's results to the class
- Refer groups to page 18 in their Activity Books, and have them read and discuss the response to the interview question presented in Task 1.

Activity Book, Page 18, Task 1

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

- c. After a couple of minutes, ask groups to tell the class their ideas about this issue. Students should reply that Ahmed should have prepared questions ahead of time or been listening and thinking of questions during the interview. This would indicate that he has a strong interest in the job and show the interviewer that he wants to learn about the job.

Task 2: Successful Interviews (8 minutes)

Share the following information with students. Have students refer to pages 18-19 in their Activity Books and follow along as you go through this information.

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 (2 minutes)

- Have students continue working in their groups to discuss another job interview response. Remind them to rotate the roles of leader, recorder and reporter. This is a different response to the same question, but students should be able to come to an accurate conclusion given that they have now had some instruction.
- Interrupt the group work to discuss the conclusions as a class. Ask groups to present their ideas about how Aisha responded to the question, “Do you have any questions?”

Activity Book, Page 19

- 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.

- 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.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Students should have concluded that Aisha should not ask about salary, benefits and vacation allowance at the job interview. This makes her appear self-serving and more interested in how the company can help her rather than what she can contribute to the company. Questions about salary and benefits should be raised after the job is offered and just before it is accepted or refused by the job applicant.

- Have groups evaluate how well their group worked together. Pose the following questions aloud for students to discuss with their group: Did they all agree on the answer within their group? If not, how did they come to agreement? Did everyone contribute ideas to the group? -

Task 4: Job Interview Questions



- Tell students they will role play job interviewing tomorrow. In this role play, they will take turns being the interviewer (the person representing the company and doing the hiring) and the interviewee (the job applicant). They will pair with someone from their own group.
- Tell students that in preparation for this activity, they should continue working in their groups and brainstorm questions they would ask the interviewer as they role play the job applicant. Remind them to rotate the roles of leader, recorder and reporter. Each student in the group should contribute at least one question for the list. They should also discuss how they plan to tell about themselves when they are interviewed. Tell students to write the questions agreed upon by their group on page 19 in their Activity Books. If students are having trouble coming up with ideas for questions, assist them as needed.
- After five minutes, tell students they also need to prepare to be interviewers tomorrow by brainstorming questions they would ask of an interviewee. Again, each student in the group should contribute at least one question. They should each write the questions agreed upon by their group on page 20 in their Activity Books. If students are having trouble coming up with ideas for questions, assist them as needed.

Activity Book, Page 20

- 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.

- d. Have students take a moment to reflect on how their group worked together. Sample questions to ask aloud follow. Have students simply think about their answers to these questions, not share them with the class.

Did everyone contribute to the discussion? Were there any conflicts? If so, did students work them out to get the task completed?

Note: Tell students to bring their CVs to class tomorrow to exchange with their partner and quickly review in preparation for the interview. As interviewers they can use this information to determine what position the applicant is applying for.

Activity 9

Students pair with someone in their Occupation group and role play a job interview. They then learn about conducting an informational interview and write questions in preparation for that assignment.

AL Technique: Role Play, Cooperative Learning, Project-based Learning

Objectives:

- Verbally summarize notes from listening or reading.
- Use sentences exemplifying new grammar and vocabulary.
- Ask and answer questions about a given topic.
- Give descriptions, tell stories from notes, and ask and answer questions about job interviews.
- Take notes and summarize in writing answers to verbally-posed questions.
- Write a composition based on the results of an interview, using correct grammar, sentence structure and vocabulary.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Job Interview Role Play	Students work in pairs and take turns playing the interviewer and interviewee, using questions written from the day before.	Role Play	15 minutes
Task 2: Informational Interview	Students hear the assignment for conducting an informational interview, then work in pairs to write questions in preparation for the interview.	Cooperative Learning, Project-based Learning	15 minutes

Task 1: Job Interview Role Play (15 minutes)



- Have students work in pairs with someone from their Occupation group. Students should use the questions they wrote the previous day and take turns being the interviewer and interviewee. They should exchange CVs and briefly review each other's CV before the interview begins.
- Using the questions they wrote with their group yesterday, they should role play the job interview taking turns as the interviewer (employer) and interviewee (job applicant).
- When they are role playing the interviewee, they should make up answers that seem realistic for the job and someone in that position. They may wish to use some of the information from their CV to help them answer questions. They should remember to ask some questions they thought of yesterday for their role as the job applicant.
- When they are role playing the employer, they should use questions they thought of yesterday for their role as the interviewer. Have them look at their partner's CV to help them think of specific questions as they role play.

Task 2: Informational Interview (15 minutes)



Portfolio Requirement 5

- a. Assign a one-page Occupation report, due on Week 3, Day 4. The requirements of the assignment are as follows:
 - Students should interview someone who is in a position the student may eventually want to have, and write a one-page report about his or her findings.
 - The interview should be conducted in English. As a last resort, if the interviewee does not speak English, students may conduct the interview in Arabic, and then translate the report to English.
 - The report should contain at least 3-5 occupational words students have encountered in the unit thus far.
 - Students may wish to record the interview for possible sharing in class when reports are given, if time permits.
- b. Have students continue working with their partner and brainstorm questions they should ask during the informational interview.
- c. After five minutes, ask volunteers for one or two questions, and discuss the responses as a class. Direct the discussion to ensure that students have good questions to use during their informational interviews. If students are having trouble thinking of questions, or you wish to augment the list of students' questions, share the following sample questions with the class:
 1. What is your job title?
 2. When did you start this job?
 3. How did you get interested in this field?
 4. What educational degrees are needed to do this work?
 5. Did you complete any training courses to be able to do your job? Did your employer provide you with training?
 6. How did you find this job?
 7. Can you describe the activities you do in a normal day?
 8. What are the skills needed in your job?
 9. What do you like most about your job?
 10. What do you like least about your job?
 11. Can you earn a good living in your job?
 12. What recommendations would you give about preparing for a job in your field?

Activity 10

Students will work in groups, read a story and prepare to debate issues presented in the story, then conduct the debate.

Teacher Pre-work: Divide the class into four groups. Each set of two groups will debate different sides of an issue presented in the story on page 23 in their Activity Books and on page 45 of this guide.

AL Technique: Problem-based Learning, Cooperative Learning

Objectives:

- Understand the general meaning and the specific information in a text.
- Ask and answer questions about a given topic.
- Participate in small group discussions leading to group consensus.
- Verbally summarize notes from listening or reading.
- Defend a position during a debate.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Story Reading and Debate Preparation	Students work in a group to solve a problem and prepare to defend or rebut sides of an issue.	Problem-based Learning	15 minutes
Task 2: Debate	Students conduct a debate about career choices described in a story.	Cooperative Learning	15 minutes

Task 1: Story Reading and Debate Preparation (15 minutes)



- Divide the class into four teams and assign each team a letter: A, B, C, or D.
- Have all students read the story. Each team will need to elect someone to be the group's captain, who will actually debate the topic with a student from another group.
- Assign teams A and C to agree with the statement and teams B and D to disagree with the statement.
- Give teams five minutes to discuss and prepare their debate statements. Tell them to read "The Rules for Debate" on page 24 of their Activity Books to prepare their arguments.
- Tell students that when it is their turn to observe the other teams' debate, they need to fill out the debate rubric page 24 in their Activity Books. This rubric will help them see how they, too, will be evaluated.
- When the debate is finished, have each team reflect on how well they worked together. Some ideas for questions to pose aloud and let them discuss within their groups follow:
 - Did all team members contribute to preparing the opening statement?
 - Did all team members contribute to preparing a rebuttal?

Statement to be debated:

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

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 B A 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 _____

Task 2: Debate (15 minutes)

- Have team A present its argument agreeing with the statement. Time the speaker and stop him/her after 2 minutes.
- Have team B present its argument disagreeing with the statement. Time the speaker and stop him/her after 2 minutes.
- Have team A present its rebuttal to team B's argument and make a closing statement (1 minute).
- Have team B present its rebuttal to team A's argument and make a closing statement (1 minute).
- Follow the same process with teams C and D.

Note: Remind students that the vocabulary test is tomorrow!

Activity 11

Students will write a brief set of instructions for a task. Students will practice vocabulary words and grammar.

AL Technique: Cooperative Learning

Objectives:

- Follow step-by-step instructions to complete a simple task.
- Write specific instructions to complete a simple task.
- Demonstrate understanding of specific vocabulary in the unit by using it correctly when speaking and writing.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Making a Paper Boat	Students make a paper boat following written and verbal instructions.	NA	7 minutes
Task 2: Writing Instructions	In collaboration, students choose to write step-by-step instructions for one of three tasks.	Cooperative Learning	15 minutes
Task 3: Vocabulary Test	Students test each other on their vocabulary words. They then work in groups to check the tests for spelling accuracy.	Cooperative Learning	8 minutes

Task 1: Making a Paper Boat (7 minutes)

The purpose of this task is to demonstrate the necessity of giving clear instructions when speaking or writing. For this task, you will explain and demonstrate step-by-step instructions as students listen and follow your instructions to make a paper boat.

- Ask students to take a piece of paper or distribute A4 papers to students. They should listen, watch and mimic you as you read and demonstrate making the paper boat.
- After finishing, ask students to evaluate each other's boat.

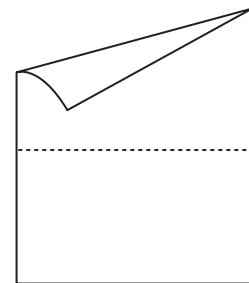
Instructions for Making a Paper Boat

Material needed

A sheet of paper (preferably A4 paper)

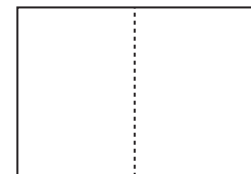
1. Fold the sheet of paper in half by bringing the top and bottom edges of the paper together and crease. Do not unfold.

1



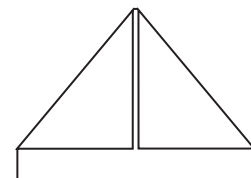
2. With the crease facing away from you, fold the paper in half again from right to left. Unfold it. The paper is folded in half with a line in the middle.

2



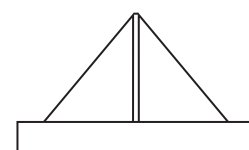
3. Fold the top corners each even with the line in the middle. There will be a triangle with the point facing away from you and space below the folded edges.

3

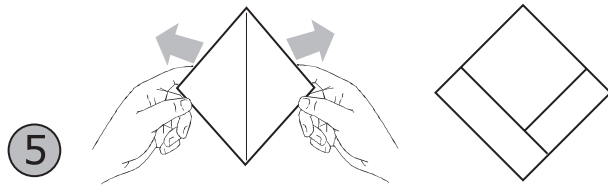


4. Bring the lower edge of the spare paper up to partially cover the middle of the triangle, and crease the bottom edge. Turn the paper over and do the same. Press the edges so the folded paper stays in position. Your paper is formed like a hat.

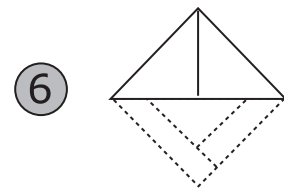
4



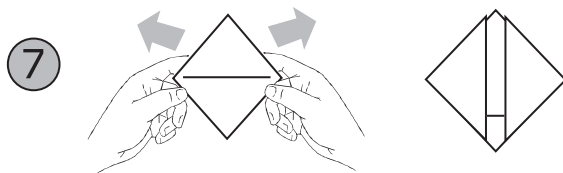
5. With thumbs inside at the middle of the hat, open out from the middle and flatten along the outside edge. Tuck the edges of the flaps inside each other. You will have a square.



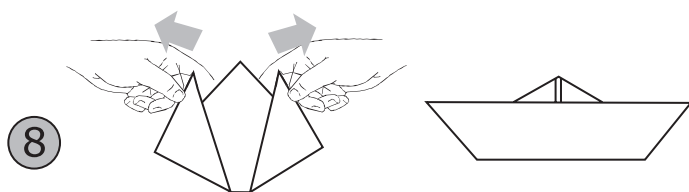
6. Fold the open edge of the square up to meet the point at the top and crease it to make a triangle. Turn the square over and do the same to the other side. Now you have a full triangle with the apex pointing away from you.



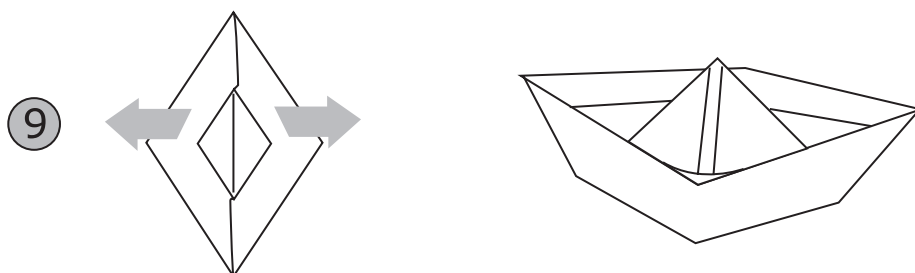
7. Using both thumbs, open out the folded triangle from the middle and flatten it in the opposite way. You should have a square.



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 (15 minutes)



Portfolio Requirement 6

- Have students turn to page 27 in their Activity Books. Tell them to choose one of the three topics listed and write step-by-step instructions for completing that task. The topics are:
 - How to cook an Omani dish (Shakshokah)
 - How to write an email
 - How to sew on a button
- Tell students they should work independently and write their numbered step-by-step instructions for the task on a separate sheet of paper. They should write their name and the topic for which they are writing instructions on the top of their paper. Tell students they have five minutes to complete this part of the task.
- After five minutes, have student form pairs with another student who chose the same task and compare their instructions. They should work together to come to agreement on the instructions, making written changes as needed.
- Have pairs form small groups by joining with another pair that completed the same task to share and compare instructions, and make any additional revisions based on what they learned from one another.
- Ask groups to review how well they worked together and whether they learned something from one another.
- Assist students, pairs, and groups as needed.

These instructions will become part of their portfolio due on the last day of the unit. As homework, students should rewrite the instructions according to their editing marks so they have a clean copy to turn in as part of their portfolio.

How to cook an Omani dish (Shakshokah)

Ingredients:

- 1 small onion
- 2 tablespoons of vegetable oil or butter
- 4 big tomatoes
- Fresh parsley or cilantro
- 7 medium eggs
- Red pepper powder (as desired)
- salt (as desired)

Instructions:

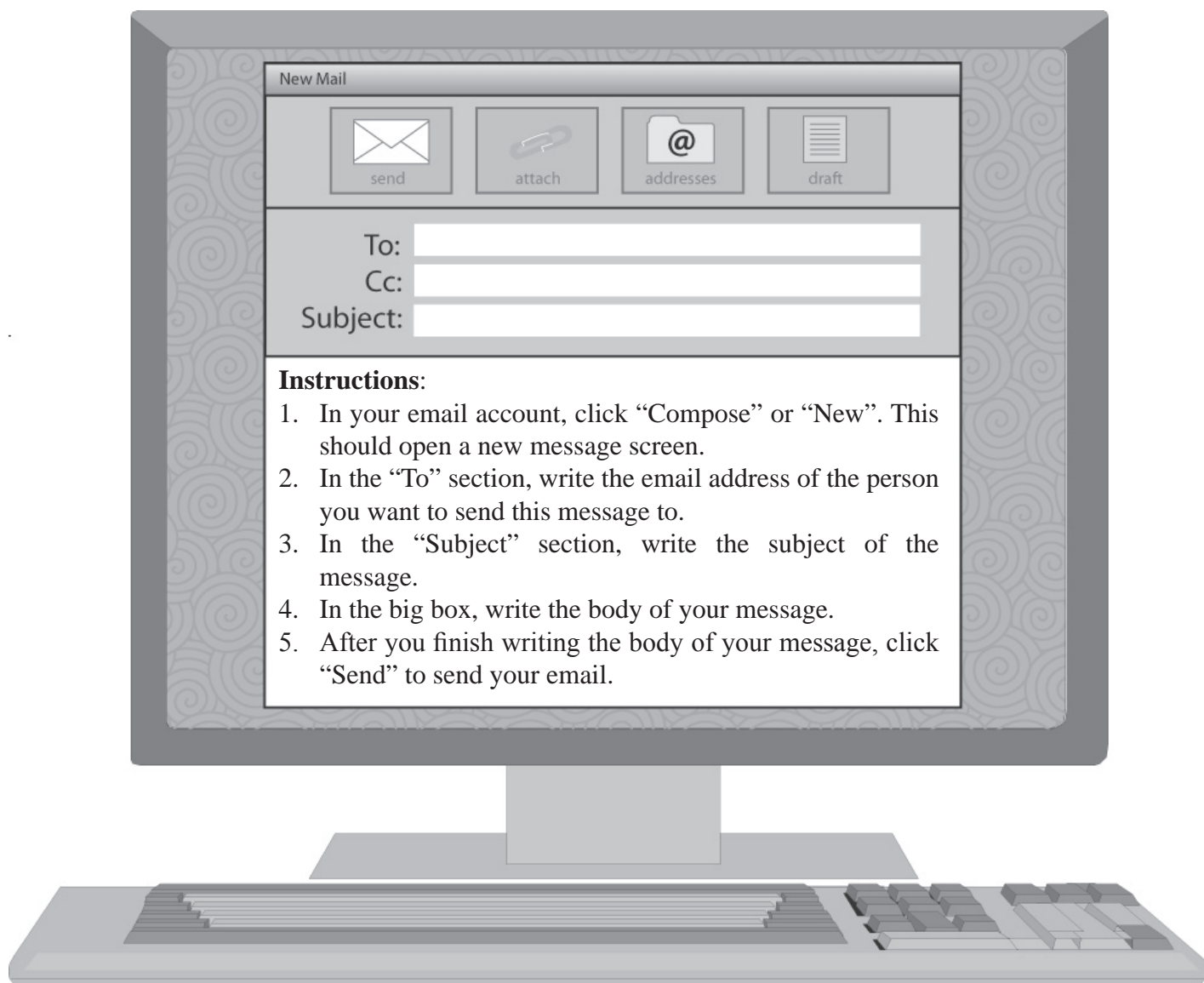
- Chop the onion and tomatoes into small cubes. Chop the parsley into small pieces.
- Sauté the onion in 2 tablespoons of vegetable oil or butter.
- Add the tomatoes, red pepper powder and chopped parsley.
- Simmer over low heat for 10-15 minutes or until the tomatoes are completely cooked.
- Add eggs and salt. Cook on low for five minutes until the eggs are cooked. Stir the mix from time to time.
- Serve Shakshokah hot with bread. Enjoy!



How to write an email

Equipment:

A computer with Internet access



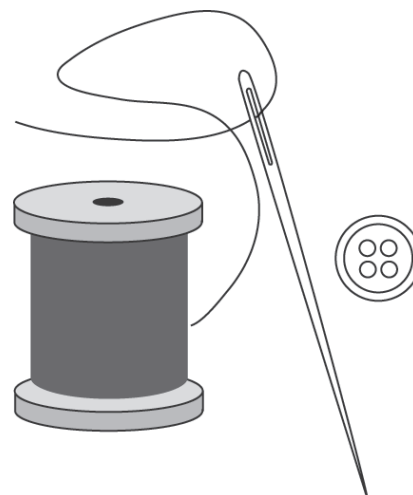
How to sew on a button

Equipment:

Needle, thread, button

Instructions:

1. Position the buttonhole over the place where the button will be sewn, and mark the spot with a piece of chalk.
2. Thread a needle with thread that matches the color of the button. Put a knot in the end that ties both ends of the thread together.
3. Push the needle and thread through the spot marked by the chalk mark from the wrong side of the garment, and pull tight.
4. Place the needle through the first hole of the button and slide the button down the thread until it meets the spot with the chalk mark.



5. Push the needle into the empty hole and through the cloth at the point of the chalk mark. The needle will come out the wrong side near the knot. Gently pull it tight.
6. Continue to push the needle through the cloth where the chalk mark is and then through each of the holes in the button (up and down) approximately six times.
7. To finish, push the needle from the wrong side and pull it out at the chalk mark without going through a button hole.
8. Wrap the thread around the stitches under the button and between the cloth six times to form a "shank" between the button and the cloth.
9. Push the needle and thread near the "shank" to the wrong side and tie off in a knot. Cut the thread.

Task 3: Vocabulary Test (8 minutes)



- a. Have students get into pairs to test each other on vocabulary words from the unit.
- b. Have pairs of students open their Activity Books to page 35, and take out a blank sheet of paper. They should number it along the side from 1-20.
- c. Have pairs exchange Activity Books and take turns testing each other, writing the correct spelling of each word on their paper as their partner says it.
 - The student being the test giver should choose 20 words from the vocabulary list, including any words added to the list by the student he or she is testing.
 - The student taking the test should close the Activity Book so that he or she cannot see the list of words.
- d. Have students team up with another pair of students and exchange tests. They should check the test of one of the students from this pair for spelling accuracy.
- e. If time permits, have students choose three words from the vocabulary list and write a sentence using each word.

Activity 12

Students will work in small groups of three to examine and resolve issues around a work-related situation.

AL Technique: Problem-based Learning, Cooperative Learning

Objective:

Work in a group to solve a work-related problem.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Work-related Problems	Students work in groups to discuss and pose solutions to work-related problems.	Problem-based Learning, Cooperative Learning	30 minutes

Task 1: Work-related Problems (30 minutes)



Portfolio Assignment 7

- Divide the class into groups of three. In their groups, students will decide which will have each of the roles indicated below.
 - Student 1: Presents a summary of their job-related problem to the class.
 - Student 2: Explains their solution to the problem.
 - Student 3: Asks for questions from the class and directs a brief class discussion.
- Refer students to the list of work-related problems on page 30 in their Activity Books. This list is also located on page 46 of this guide.
- Assign a different problem to each group.
- Tell the groups to read the problem and discuss possible solutions. Once a solution is decided, each group will verbally summarize the problem and solution. The group should prepare to present their summary and solution in class the next day.
- Have each student write a summary of their group's problem and the proposed solution in his or her own words on a separate sheet of paper. Tell students they will turn in their written summary and solution as part of their portfolio on the last day of the unit.

Activity 13

Students will present to the class the problem they were given the previous day and their decision for resolving it. They should be prepared to defend their decision. This activity requires students to engage in critical thinking skills in addition to standard reading, speaking and listening.

AL Technique: Cooperative Learning

Objectives:

- Verbally summarize notes from listening or reading.
- Present solutions to a problem to the class and direct discussion about the issue.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Group Presentations of Problem Solutions	Groups have three minutes to present their problem and solution to the class and to lead a brief class discussion.	Cooperative Learning, Socratic Questioning	30 minutes

Task 1: Group Presentations of Problem Solutions (30 minutes)



- Give students guidelines for presentations to the class. Refer them to page 29 in their Activity Books.
- Use Socratic Questioning to help ensure that students employ ethical principles and logical reasoning in their decisions. Sample solutions to the problems are located on page 47 of this guide. While there can be several good solutions to the posed problems, if students' decisions are far from acceptable answers, ask questions to guide them back to more appropriate outcomes.

Note: Remind students their Occupation reports are due tomorrow.

Activity Book, Page 29

Activity 13

Task 1: Group Presentations of Problem Solutions

- Sit with your group from yesterday.
- 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.
- 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!

Activity 14

Students will edit and evaluate each other's Occupation reports. Students are invited to present their reports to the class.

AL Technique: Cooperative Learning

Objectives:

- Read and edit a report using a given rubric.
- Verbally summarize notes from listening or reading.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Occupation Report Evaluation and Edit	Students edit and evaluate each other's Occupation report.	Cooperative Learning	20 minutes
Task 2: Report Presentation	Volunteers present their reports to the class.	NA	10 minutes

Task 1: Occupation Report Evaluation and Edit (20 minutes)



Portfolio Requirement 5

Have students exchange their reports with another student and edit them using the guidelines on page 31 in their Activity Books. Students should also fill out the evaluation sheet on page 31 in their Activity Books for their partners. They should then discuss their findings with each other.

Task 2: Report Presentation (10 minutes)

Ask for volunteers to present their reports to the class. Note that there will not be time for all students to present their reports. If a student has recorded an informational interview on a tape recorder, you may wish to share it with the class, time permitting.

Activity Book, Page 31

Activity 14

Task 1: Occupation Report Evaluation and Edit

- 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)
- 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

Students will play a game and summarize their learning for the unit.

AL Technique: Game, Journaling, Minute Paper

Objectives:

- Demonstrate understanding of specific grammar and vocabulary in the unit by identifying them in writing while listening to a description of them.
- Journal about unit learning using correct grammar and vocabulary.

Activity at a Glance

Task	Description	AL Technique	Time
Task 1: Occupation Bingo Game	Students play a vocabulary Bingo game.	Game	15 minutes
Task 2: Unit Reflection	Students reflect on their learning in this unit.	Journaling, Minute Paper	15 minutes
Task 3: Portfolios	Students turn in their portfolios for the unit.	NA	

Task 1: Occupation Bingo Game (15 minutes)



Directions

- Have students turn to page 32 in their Activity Books.
- Tell students to write one word in each square of the BINGO game card, using the word from the list above it. They may write the words in any box on the card they choose.
- Call out the definition of each of the words below, in any order you wish.
- Students must then identify the word on their bingo cards and cross each out as you define it. When a student has crossed out four in a row across or up and down, they will say “BINGO” aloud. The first student to say “BINGO” wins the game.

Note: If a student claims they have BINGO and they are incorrect, they are disqualified.

Activity Book, Page 32

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.

actor	Someone who acts in plays, movies, or television.
airline pilot	Someone who flies planes transporting people and goods.
bookkeeper	Someone who records the money received and spent by an individual, business, or organization.
chef	A professional cook, especially the principal cook in a hotel or restaurant.
computer programmer	Someone who creates programmed instructions for an electronic device that processes and outputs data at high speeds.
farmer	Someone who owns or operates a farm.
flight attendant	Someone employed by an airline to attend to the needs, comfort and safety of passengers during flights.
graphic designer	Someone who integrates text, typography and illustrations in the production of books and magazines.
hotel clerk	Someone who checks in people who are lodging in a commercial establishment.
manufacturer	An individual who produces finished goods from raw materials, especially on a large industrial scale.
military officer	A member of the armed forces.
nurse	Someone trained to look after sick and injured people, especially somebody who works in a hospital or clinic, administering the care and treatment that a doctor prescribes.
police officer	Someone who enforces the law and works on prevention of crime in a community.
physician	Someone who diagnoses and treats diseases and injuries using methods other than surgery.
scientist	Someone who studies nature or the universe, especially by using systematic observation and experiments.
teacher	Someone who imparts knowledge or skill to others by instruction or example.

Task 2: Unit Reflection (15 minutes)

Portfolio Requirement 8

- Have students turn to page 33 in their Activity Books. Students will use the remaining class time summarizing their learning in this unit. They will answer questions designed to help them assess attitudes about the unit and that remind them of the topics covered. Students will need to tear this page out of their Activity Books to include as part of their portfolios.
- After ten minutes, have students form into groups of three and discuss their answers.

Activity Book, Page 33

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.

- 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?

- Spend one minute writing everything you know about your favorite topic from the unit in the space below.
- The topic that I had the most difficulty with was _____.
- Write a question you still have about interviewing. _____
- If I could change this unit, I would add _____.
- When you are finished, discuss your answers in a group of three.

Task 3: Portfolios

Have students turn in portfolios of their work for this unit. The portfolios should contain the following assignments:

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. Writing instructions (Activity 11, Task 2)
7. Work-related problems (Activity 12, Task 1)
8. Unit reflection (Activity 15, Task 2)

Unit Vocabulary Words

Students should be prepared to spell and know the meaning of the following words associated with occupations and the world of work.

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

Questionnaire Key

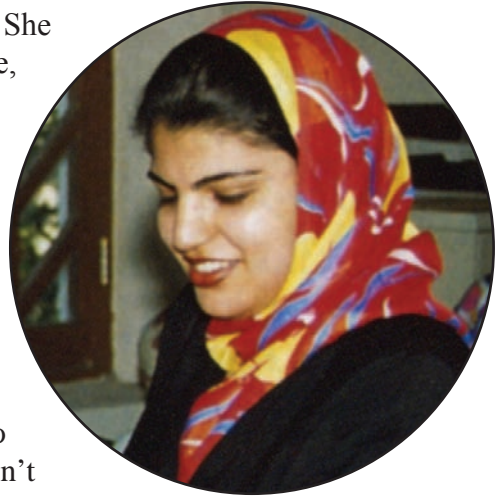
Here is the key to the questionnaire on page 2 of the Activity Books.

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.

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.

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 a 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.

Possible Solutions to Work-related Problems

1. Explain to him how this is a problem for your restaurant. Ask him if he would prefer to work in the evening or perhaps take a job in the kitchen.
2. Ask them to consider hiring the best women candidates so there will be more balance among the staff.
3. Talk to your supervisor and ask for a larger salary.
4. Explain to them that they must talk to the reservation agent to be assigned new tickets.
5. Ask for a special meeting with your supervisor. Tell her that your weekend time and evening is very precious and you cannot be available for work-related activities outside of your normal work hours.
6. Explain to her how more education would advance her career.
7. Try to arrange a different schedule with your manager.
8. Tell her that you would consider doing the job if she would let you attend an accounting class in the morning.
9. Look for an opening in the interview to explain why you would like to work for a Telecom and your qualifications for the position.
10. Explain to your supervisor why you should be considered for the job and that you would be willing to travel to a different country.
11. Ask your supervisor whether he or she is aware of someone using the office after hours. If so, speak with the person and ask them to please leave your desk as they find it. If your supervisor does not know who may be using it, leave a note on your desk indicating that you would like it left neat when he or she is finished using it. If possible, lock your desk.
12. Ask to meet with the co-worker during work hours and explain the problem. Ask whether he has a personal issue that is interfering with his ability to complete his work. If so, work together to come up with a solution to the work-related problem.
13. Meet with your supervisor to explain the situation. Tell him or her that you want to learn the skills needed and then work hard to learn them.
14. Explain that you are looking for a new opportunity and feel that her company would be an excellent fit with your qualifications.

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 & 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 & 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.	

Library Search Project Rubric

Category	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Paragraph Construction	All paragraphs include transitions, introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Presentation	All the elements of presentation are neat and accurate, including typing, title, double-spacing, and title page.	All of the elements of presentation are included, but some do not completely meet the requirements.	Some of the elements of presentation are missing or do not meet the requirements.	The elements of presentation are not included or are difficult to read or follow.

Teaching Journal

After you complete each day's activities, take a moment to reflect on how the activity went. What did you like best about the day's tasks? Why? What did you like least? Why? What went well? What didn't? What would you change and how?

	Notes about the Activities
Activity 1	
Activity 2	
Activity 3	
Activity 4	
Activity 5	
Activity 6	
Activity 7	

	Notes about the Activities
Activity 8	
Activity 9	
Activity 10	
Activity 11	
Activity 12	
Activity 13	
Activity 14	
Activity 15	

Profile Charts

Class:

Teacher:

Class:

Teacher:

- [A] Excellent
[B] Very Good
[C] Good
[D] Satisfactory
[E] Not Satisfactory

Can use occupationally-related vocabulary in sentences correctly.
Can understand work-related vocabulary words while listening and reading.
Can read and use information that demonstrates an understanding of how to sequence instructions.
Can read and understand a variety of texts about jobs.
Can correctly use conditional clauses in speaking and writing sentences.
Can read and understand features of a CV.
Can take clear notes from listening and asking questions and use them to create a report.

[illegible]

- [illegible]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

[illegible]

- [A] Excellent
 - [B] Very Good
 - [C] Good
 - [D] Satisfactory
 - [E] Not Satisfactory

Portfolio Requirements

[illegible]

Notes

Notes