

## Unit 2: Dialogue - Employment

### Pre-Listening Activity

#### Activity One

**Directions to the teacher:** (Students should do this in groups. There should be 5 groups. Each group should have 4 students.

**Directions:** You should already be familiar with most of the vocabulary words below. Most of the words are from your Level 2, Unit 2 Vocabulary word list. Some words will be new for you. [New words are written in blue.](#)

**Step 1:** Look up the Arabic translation of the words. Use Google Translate or a translation app on your ipad to translate the words into Arabic so you can better understand the meaning.

**Step 2:** Then look up the meaning of the words in an English dictionary app on your ipad. Write the meaning of the word on the line next to the word.

**Step 3:** Be sure to write an English synonym for the word. A synonym is a word that means the same thing as the vocabulary word. Choose a synonym that is easy for you to remember. Use a dictionary app on your ipad that will assist you with finding synonyms for the vocabulary word.

**Important Vocabulary**

<b>Vocabulary Word</b>	<b>Meaning in Arabic</b>	<b>English Synonym (another word with same meaning)</b>	<b>Meaning of the word in English</b>
qualification			
interview			
interested (adj)			
interesting			
garden			
connection			
research (n)			
apply			
director			
employ			
requirements			
successful			
realize			
development			
develop			
evaluate			
employment			
career			
require			
challenge			
responsibility			
decision			

**Activity Two****Family and Careers**

**Directions for teachers:** Students should be placed into five groups of four students each. Student directions can be followed to complete this activity. Teacher can give students examples of professional jobs in the UAE. Teachers should facilitate a conversation on the basis of jobs that students chose to describe and the job that each group voted **the MOST** interesting job.

**Directions for students:** Your teacher will place you into five groups of four students each.

**Step 1:** In your group, each student will choose a family member who is a professional.

**Step 2:** Each student will list two **requirements** the family member needed to get the job.

**Step 3:** Each student will list five **responsibilities** that the family member does at work. Be sure to write some work duties that are interesting.

**Step 4:** Students in your group will decide whose family member has **the MOST** interesting job, based on the work duties described.

**Step 5:** Each group member should be **prepared** to talk about the family member's job duties. Your group should be prepared to talk about why you chose one job as **the MOST** interesting job.

Original Activities by Kimberly Connors Fall 2014 Quarter 2

**Post Listening Activity: Activity Three****Trading Places**

**Directions for the teacher:** You should place your students in five groups of four students each. Students will be asked to write a job description for a “UFP Student.” **UFP = (University Foundation Program)**. The job description is to assist the classroom teacher with getting the job of “UFP Student.” Directions for students should be followed.

**Directions for the students:** Your teacher will place you into five groups of four students each. This is your chance to have fun with your teacher! Think about all the responsibilities and work you have to do to be a successful “UFP Student.” **UFP = (University Foundation Program)** You have Arabic, English, Math and IT requirements that you must complete in one year. Your teacher is applying for the job of “UFP Student.” Remember, you can ask your teacher questions about his/her qualifications as you create the job description.

**Step 1:** Write a job description telling your teacher all the skills and experience that will be needed for the job of “UFP Student.” Which courses should your teacher have taken *BEFORE* applying to the UFP Program?

**Step 2:** Tell your teacher about the daily job **responsibilities** of a “UFP Student.” If your teacher gets the job as a UFP student, what will your teacher *HAVE TO DO DAILY* to continue as a UFP student?

**Step 3:** Decide if your teacher is qualified to be a “UFP Student.” If your teacher **isn't** qualified, tell your teacher why he/she isn't qualified and what he/she can do to become qualified for the job. Have fun!

Original Activities by Kimberly Connors Fall 2014 Quarter 2