

Exercise 1

Now, work individually and write your own resume keeping in view the given sample and tips for writing resume. After completing, compare your resume with your partner.

c. Covering Letter

A covering letter is a one-page document that you submit as part of your job application (alongside your Resume or Curriculum Vitae). The purpose of covering letter is to introduce you and briefly summarize your professional background.

Here are few tips and structure of a covering letter

1. Contact Details

- Postal Address
- Email address
- Tel. No.
- Date on which the letter was written

2. Heading

- Address specific person/
- Department Information

3. Greetings

- Dear Sir/ Madam

4. Introduction

- At present, I am studying at.....or
- At present, I am working for.....
- For the last five year, I have been working in the position of.....
- My current job title is.....

5. Reason For Writing

- I am writing in response to an advertisement which was published in.....dated.....
- I am writing to apply for position of.....

6. Education And Previous Experience

- My education includes a degree from.....University/ College.
- I have been studying (Subject) for last four years.
- I have experience in.....and have worked at.....for the last.....years.

7. What makes you ideal for the position?

- I am an ambitious person who is keen to learn new skills.
- I believe I am the best choice for this position as I have a lot of experience in my previous role.
- I feel that I am the most suitable candidate for this job because of my ambition to make a change.
- I am excited to have the opportunity to be able to work with a reputable organisation like yours.

8. Closing Statement

- Thank you for taking the time to read through my C.V/ Resume
- Please contact me at any time you should you wish to arrange a meeting/ interview.
- Please do not hesitate to contact me for further information.
- I appreciate your consideration and look forward to hear from you.

9. Sign Off

- Yours sincerely,
- XXXX

926 West Hurry Street
Fort Wayne, IN 46802
July 13, 2004

Dr. Gail Smith
Director of Human Resources
Fort Wayne Community Schools
123 Clinton Street
Fort Wayne, IN 46802

Dear Dr. Smith:

I am writing to express my interest in the fourth grade instructional position that is currently available in the Fort Wayne Community School System. I learned of the opening through a notice posted on JobZoon, IPFW's job database. I am confident that my academic background and curriculum development skills would be successfully utilized in this teaching position.

I have just completed my Bachelor of Science degree in Elementary Education and have successfully completed Praxis I and Praxis II. During my student teaching experience, I developed and initiated a three-week curriculum sequence on animal species and earth resources. This collaborative unit involved working with three other third grade teachers within my team, and culminated in a field trip to the Indianapolis Zoo Animal Research Unit.

In my work with the third grade classes, I stressed critical thinking and the incorporation of mathematical and science skills into the course. The student response was very encouraging, as we had a 100% passing rate for this section. In addition, we team met state curricula guidelines and received numerous positive comments from students' families regarding the class material. Both my cooperating teacher and my supervisor from the teacher preparation program complimented me on my enthusiastic classroom presentations.

Please consider this resume and the completed application form as an expression of my sincere interest in pursuing any fourth grade vacancies that may arise in your district.

I am confident that as a teacher of your school system, I can create a productive learning environment that is student-centered. I welcome the opportunity to discuss with you in person my ideas and qualifications. If you have any questions or would like to arrange an interview with me, I may be reached at (260) 461-1499 or smithg@ipfw.edu. Thank you for your consideration.

Sincerely,

Gail Smith

Enclosure

Exercise 2

Now, work individually and write your own covering letter keeping in view the above tips for writing covering letter. After completing it, compare your resume with your partner.

Note for teacher: Guide students in writing an effective resume in the class before doing Exercise 1. Next, give students enough practice of writing resume following above sample and tips.

Assist students in writing a covering letter in the class before doing Exercise 2. Next, give students enough practice of covering letter following above tips. Assist them who need your help.

9.3 ORAL COMMUNICATION

Job Interview

In the workforce, job interviews are conducted in order for an organisation to select the right candidate for a job. A job interview is a selection process used by organisations to help determine whether a candidate has the necessary knowledge, skills, and abilities to do the job.

Etiquettes required for an interview

Dress code	<ul style="list-style-type: none"> • Formal dress (ethically and regionally appropriate) for women. • Shoes must be polished.
Grooming/ Appearance	<ul style="list-style-type: none"> • Wear mild fragrance. • Trimmed and cleaned hair and nails.
Things to carry	<ul style="list-style-type: none"> • At least two copies of your CV/Resume. • Pen and paper. • Your academic documents if required.
Behaviour	<ul style="list-style-type: none"> • Knock the door before entering. • Greet the panel. • Sit only when asked and thank the panel and sit before the panel. • Wait for the interviewer(s) to the start. • Maintain eye contact. • Talk politely. • Don't talk too fast or too slow. • Sit straight, and look attentive. • Answer as honestly as you can.

Exercise 1

Work in pairs and practice the following dialogues. First, one of you should take the role of the interviewer and the other that of interviewee. Then, reverse the roles and practice again.

Interviewer: Tell me briefly about yourself?

Interviewee: I have spent the last six years developing my skills as a customer service manager for OGDCL, where I have won

several performance awards and been promoted twice. I love managing teams and solving customer problems and am looking for a new role that will challenge me.

Interviewer:

What are your strengths?

Interviewee:

I am highly motivated, enthusiastic and work well in team. I also handle pressure smartly which is the key factor of my achievements.

Interviewer:

Why are you interested in this position?

Interviewee:

I have always admired your company's products. I was really impressed with the recent interview of your CEO where he shared his vision of collaborative company culture. The job responsibilities also emphasize communication skills and leadership which are of my greatest strengths. I really feel that it is the role and organization in which I could excel.

Interviewer:

Why are you leaving your current job?

Interviewee:

I have already mentioned that I am zealous and keen to abreast myself. Also, I will also seek various opportunities here to learn and grow.

Interviewer:

Why should we hire you?

Interviewee:

Honestly, with all my great communication and leadership skills, I will prove myself a benefit and an asset to your reputable company.

Exercise 2:

Situation: You have received a call letter for appearing in the job interview. You need to prepare for it. You have to grab this opportunity. Now, work in pairs and play role as an interviewee and interviewer. You can use some of the interview etiquettes/tips given in the box above.

Exercise 3

Work in pairs. Assign the role of an interviewer and an interviewee and present the mock job interview in front of the class.

Note for teacher: Divide the students in pairs for Exercise 1 and 2. Walk around to ensure that all the students are participating in the Exercise. Guide and assist students needing support.

Exercise 4

Look at the list of the questions given below which are commonly asked in interviews. Work in groups of three and write down the possible responses of the given questions. After completing, share your work with other groups.

1. Tell me a little about yourself.
2. What is special about you?
3. Why do you want to work here?
4. What interests you about this job?
5. Why are you leaving your current job?
6. What are your strengths?
7. What are your goals for the future?
8. Where do you see yourself in five years?
9. Why should we hire you?
10. What is your salary range expectation?

Exercise 5

You have already studied about the job advertisement in this Unit (9.2). Now, imagine you are called for the job interview. Work in pairs. Devise your own questions and responses accordingly and practise them.

Teacher's Note: Divide students in pairs and ask them to practise mock interview using etiquettes of interview given above. Walk around to ensure that all students are engaged in the activities.

9.4 GRAMMAR

a. Conditional Sentences Type-II

You have already learnt about conditional sentences type-I in your previous classes. Now, let us learn about conditional sentences type-II. Conditional sentences type-II is a structure used for talking about unreal situations in the present or in the future. In these sentences, the time is **now or any time**, and the situation is **unreal**. They are **not** based on **fact**, and they refer to an **unlikely or hypothetical condition** and its **probable result**. The use of the past tense after **'if'** indicates **unreality**. For example: If the weather **wasn't** so bad, we **would go** to the park.

The structure of conditional sentences type-II can be formed by the following way:

If Clause	Main Clause
If + simple past tense	S+ could/ would/ might+V (I)+O
If this thing happened	that thing would happen
If it rained,	you would get wet
Example: If it rained, you would get wet	

Note: The sentence can begin with an 'if' clause or a main clause. If the sentence begins with an 'if clause', put a comma between the 'if' clause and the main clause.

- **If** + *past tense* (,) *present unreal conditional (would/ could/ might)*

Example:

- **If** I went to Paris, I would see the Eiffel Tower.

OR

- I would see the Eiffel Tower **if** I went to Paris.

Note: In 'If Clauses Type 2', we usually use 'were' which is past form of 'to be' instead of 'was' although the pronoun is 'I, he, she or it'.

Examples:

- **If** I were you, I wouldn't marry with him.
- **If** she were ill, she couldn't attend the meeting.
- **If** it weren't snowy, I would go out.

Exercise 1

The following paragraph is on 'Unsustainable Environment'. Work in group of three. Each group is required to write a paragraph proposing solutions to this issue. After completing, exchange your paragraphs to the other group.

Fish is one of the Pakistan's favourite foods. In Pakistan, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish in the River are disappearing because people and poachers catch too many of them. Environmentalists say that 90 percent of the biggest fish are gone now from the River Indus. If we catch too many big fish now, there won't be any baby fish in the future. Our way of fishing now is not sustainable -- it can't continue for a long time without hurting the environment.

Exercise 2

- i. Now, read the paragraphs and identify the type of sentence structure your class fellows have used.
- ii. Identify the situation from the following option in which the responses were used.
 - a. impossible condition in the past and its impossible result in the past
 - b. unlikely and hypothetical situation with probable result
 - c. possible condition with possible result

Exercise 3

Write short paragraphs on the following topics by following the pattern of conditional type-II structures.

- If you were chairman of the Union Council of your area....
- If you were elected the Prime Minister of Pakistan...
- If you were the Principal of your college....

Note for teacher: Make sure that the students understand clearly that conditional sentences have two clauses. One clause has 'if' and the other clause usually has 'would'. One clause tells us what will happen and the other clause tells us the result of the first action, *i.e.* what is second thing that will happen if the first one happens.

Punctuation: Square Brackets

The square brackets are used to modify another person's words which were not originally said by him. This modification is made mostly by an editor.

Examples:

The Officer inquired: "Where and when did it [*the robbery*] take place?"

The witness answered: The robbery took place at a bank [*The Reserved Bank*] yesterday.

Here are some rules of using square brackets.

- [sic] is used to spot any grammar mistake made by the original writer.

Example:

The mister believed that his statement was appropriate and did not undermine the moral [sic] of the party workers.

- Brackets with ellipsis [...] the three dots can be used to show text omitted from a quotation

Example:

Mrs. Nishat Khan is the only genius [...] with an IQ 60.

Exercise 4

Now, work in pairs and use the square brackets where required in the following paragraph. After completing, compare it with your partner.

"He Kasona was born in 1971. At that time, Namibia a poor country has many problems. The country was at war 1966 to 1990. Because of the fighting, many indigenous the Namibians had rifles which caused a problem poaching. During that time, poachers killed many wild animals black rhinos for their horns for their valuable body parts. To make things even worse around 1980 a terrible drought killed life people, livestock, and wildlife. By 1995, there were only few wild animals lions and cheetahs left in the Kunene region in the northwest of the country"

Note for teacher: Divide students in pairs and make them practise the use of square brackets by doing exercises. Next, assist and guide them while doing above exercises.

Vocabulary

c. Thesaurus

A thesaurus is a book that lists words grouped together according to similarity of meanings or synonyms and sometimes antonyms - opposite in meaning - without explaining their meanings or usage. A thesaurus may list words alphabetically or conceptually.

Example:

The different synonyms of word 'Modest' have been taken from thesaurus. Look at the following table and observe the different synonyms of word 'Modest' have been used in various contexts.

Use of Synonyms Closest to the Meaning of the Given Context			
Original Word	Synonyms	Contextual Meaning	Use in Sentence
Modest	-	relatively moderate, limited, or small of an amount, rate, or level	Though born and married in a <u>modest</u> (moderate or ordinary or ordinary) family, she always daydreamed about being rich.
-	Moderate		We walked at a <u>moderate</u> pace, however, travelled a long distance by the evening.
-	Ordinary		His artwork depicts the life of an <u>ordinary</u> people
-	Humble		Only few politicians in world come from a <u>humble</u> , unprivileged background.

Exercise 5

Work individually. Use a thesaurus to find the synonyms closest to the meaning of the given words below. Use them in your own sentences separately. Follow the example given above.

Original Word	Synonyms	Contextual Meaning	Use in Sentence
Afford	-		
-			
-			
-			
Fine	-		
-			
-			
-			