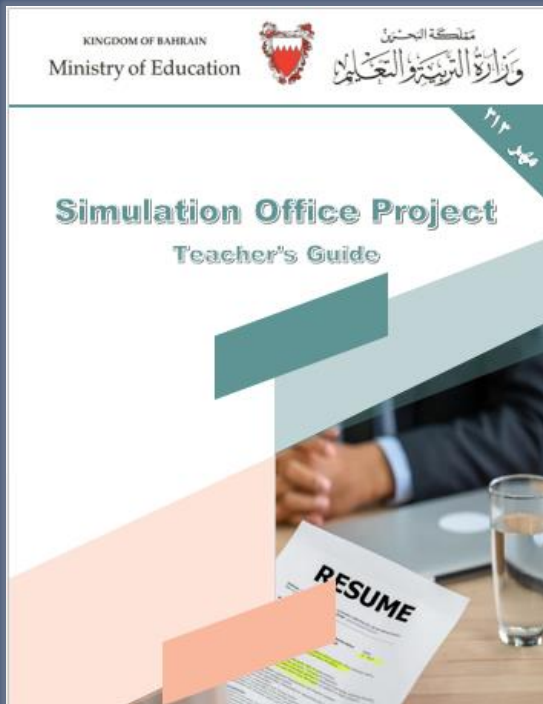




Simulation Office Project Teacher's Guide



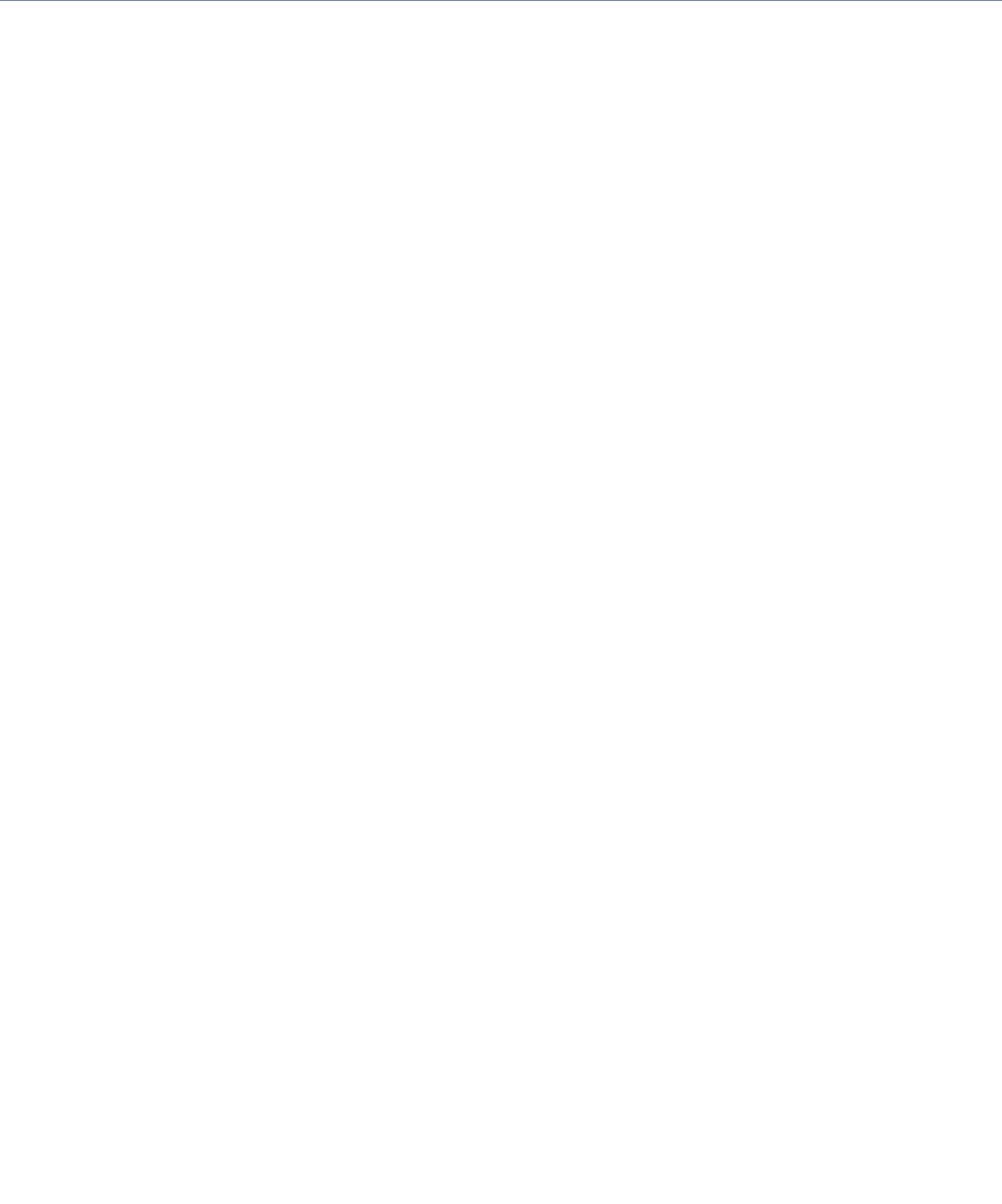


Simulation Office Project Teacher's Guide





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Vision



Building a distinguished, creative, innovative and pioneering generation qualified to lead the business sector and capable of interacting positively to keep pace with the requirements of the labor market.

Mission



The Commercial Track contributes to creating a sustainable learning environment that qualifies distinguished graduates in terms of knowledge, skill and professional qualification in the administrative, accounting, economic, financial and entrepreneurial fields in a way that supports their abilities to give, innovate and create for the needs of the labor market in the various sectors of production and services locally, regionally and internationally.

Introduction

This guide has been designed for teachers to standardize the tracks of the commercial subjects and to help them implementing the student's book proficiently.

The Simulation Office Project (مهر ٢٠١٣) teacher's guide is an aid to enlighten the philosophy and dimensions of the curriculum. It helps achieving its goals and implementing the planned curriculum with an outstanding performance. The guide is oriented to the use of active strategies in achieving learning standards and outcomes.

The role of the teacher is complementary and a key role in the classroom to assume the responsibility of teaching and learning. It focuses on deepening the awareness of concepts, relationships and theories in order to realize them and employ them in all fields in life.

The **first part** of this guide deals with general guidelines for the use of the student's book and the dimensions of building the Commercial Education curriculum and its philosophy. It provides practical examples of the curriculum to enhance the skills of the twenty-first century, concepts of innovation and entrepreneurship, concepts of sustainable development, concepts of citizenship, and the use of technology in the curriculum. It also provides professional and ethical guidelines for the teacher and views the textbook's map, the ways to reinforce citizenship concepts, the strategies for developing skills of systematic explanation, the analysis and problem solving techniques with illustrations from the curriculum, and the ways to motivate learners. The second part of the guide contains methods of assessment, means and resources for teaching business courses and lesson structures.

This guide also focuses on how to perform each lesson in the student's book, describes the learning outcomes of the lesson, and allocates the time given for the lesson implementation. It provides an analysis of the content of the lesson, as well, by mentioning the aspects of learning in it, and suggests tools and teaching aids that can be used for carrying out the lesson.

As we present this guide for teachers to assist them in performing an outstanding teaching while they are carrying out the curriculum of (Simulation Office Project Section), we affirm the teacher's freedom to add and modify to teach creatively. We hope that the desired benefit of this guide will be achieved as it was planned and endeavored in order to facilitate the effort of teachers with a deeper vision and a more comprehensive picture.

Preparation Team





**Theoretical Framework
for
Teacher's Guide**

Importance of the Guide

Within the framework of the Ministry of Education in the Kingdom of Bahrain's endeavor to develop a national curriculum that adopts national standards of international quality, taking into account the skills of the twenty-first century and continuous innovation in the fields of education, the Directorate of Curricula is working hard to facilitate the task of teachers in rationalizing their performance and developing their competencies, by preparing guides for all subjects in line with the general framework of the national curricula.

This guide aims, in general, to assist teachers in developing learners' innovation skills, providing them with twenty-first century skills, strengthening their personalities with concepts of citizenship, consolidating sustainable development topics. It works on linking specialization lessons with other lessons in the context to ensure integration between the various subjects in order to achieve integration between them through a specialized team by linking the lessons objectives with its content and activities.

Aims of the Guide

This guide is just an outline for what we want to achieve, leaving teachers free to their creativity in activating the contents of the student's book with the help of this guide. We also count on teachers' ability to modify and develop the contents of this guide and link them to the learner's environment based on their accumulated experiences and creativity.

This guide specifically aims to achieve the following:

- ▶ Organizing the content of the lesson, and managing time effectively.
- ▶ Clarifying the objectives of each lesson, outcomes and performance standards.
- ▶ Enhancing the idea of linking exams and class activities with lesson outcomes.
- ▶ Helping teachers to know the solutions of the activities and exercises provided.
- ▶ Linking the contents of the lessons and activities to the appropriate learning strategies.
- ▶ Determining the learning aids and techniques that are appropriate for each lesson, and how to use them in each part of it.

- ▶ Demonstrating the target learning skills for each lesson.
 - ▶ Explaining the steps the teacher is expected to follow in each lesson.
 - ▶ Providing appropriate, temporary evaluation methods at a specific time.
 - ▶ Familiarizing teachers with the needs of the Bahraini student, and the psychological and mental characteristics of learners in general.
 - ▶ Reminding teachers of intelligence patterns and strategies in order to develop their abilities.
 - ▶ Helping teachers develop skills of systematic thinking, analysis and problem solving.
 - ▶ Helping teachers to encourage and motivate learners.
 - ▶ Introducing the themes of the curriculum, and explaining its philosophical and educational foundations.
-

Integrating 21st Century Skills

The **Partnership for Twenty-first Century Skills** organization defines these skills as: “The set of skills necessary for success and work in the twenty-first century, such as **learning and innovation skills, digital literacy skills, and career and life skills.**” It is also defined as: "a set of skills that workers in various work environments need to be effective, productive, and creative members, in addition to their mastery of the knowledge content necessary to achieve success.

From the above, the education of twenty-first century skills can be defined as: preparing the student according to the needs and requirements of the twenty-first century by developing skills such as creativity, critical thinking, problem solving, communication, and cooperation.

In light of the constant changes taking place in the local and global communities, determining the skills required for the learner has become essential in order to reach an individual who is able to work with the requirements of the later stages of his graduation from school, whether it is related to continuing his higher education or engaging in the labor market. Thus, this framework of the commercial track focuses on developing the educational outcomes, by relying on the skills of the twenty-first century. These skills are considered as a starting point for the framework’s fields and standards, so that the educational process produces individuals with supportive academic and life skills who are able to adapt, compete and face challenges. These skills aim to unify the vision and the

language in relation to what is expected of students when they complete the different educational stages. They play an important role in reducing the gap between the educational outcomes and the labor market requirements. The followings are the skills of the twenty-first century, as shown in Figure (1):

1. Critical Thinking (التفكير الناقد):

The ability of Commercial Science students to analyze economic and accounting issues logically, think independently, deal with economic issues and administrative as well as accounting information responsibly, and develop the ability to evaluate and achieve all that without bias.

2. Communication and Teamwork (التواصل والعمل الجماعي):

The ability of Commercial Science students to interact and communicate opinions and ideas efficiently, and to master the skills of clarifying the idea using oral, written and non-verbal communication skills with multicultural student groups. It is also the ability to negotiate, discuss and persuade, and master the skills of cooperation with others to plan and implement small projects.

3. Creativity and Problem Solving (الإبداع وحلُّ المشكلات):

The ability of Commercial Science students to break out of stereotypes to face reality; By invoking new solutions, using unfamiliar resources, employing commercial science and skills to learn how to solve problems, and making judgments through research and analysis.

4. Leadership and Decision Making (القيادة وصنع القرار):

Mastering Commercial Science students leadership skills by using problem-solving and personal skills to raise the level of others' ability to influence and direct the team to achieve a common business project.

5. Local and International Citizenship (المواطنة المحلية والعالمية):

The ability of students of Commercial Sciences to direct their knowledge, behavior and values responsibly, in a manner that enhances the convergence of ideas between the various components of society, raises their awareness of global challenges, increases their contributions to building and developing their country. It is also the students' ability to root the practices of environmental sustainability and social justice, and to contribute to the formation of positive attitudes towards global economic problems, and the acceptance of others in a way that increases global cultural convergence.

6. Initiative (الريادة والمبادرة):

The ability of students of Commercial Sciences to self-manage productively, pursue personal goals with strong determination and high motivation, and master the process of goal setting and time management by working independently and by setting priorities in Commercial Science projects to achieve and clarify learners' initiatives. It is also the ability of the students to take the initiative in proposing and dealing with occasional problems, and to make constructive suggestions.

7. Digital Literacy (الثقافة التكنولوجية):

The ability of Commercial Science students to use technology and its tools effectively to create, access, manage, implement, criticize and disseminate information. It is also the ability to apply digital technology effectively by using it as a tool used by learners in researching economic and administrative issues.

8. Global Awareness (التمكن اللغوي):

The ability of students of Commercial Sciences to intellectual excellence and literary and scientific production in a manner that enhances the values of belonging, cultural heritage, and national identity, by using the mother tongue, in addition to

communicating efficiently in more than one language, such as, English in accounting, financial, banking and administrative courses.



Figure (1): 21st Century Skills

Teaching & Learning Strategies

Teaching and learning strategies are a method of activating the classroom according to several criteria, perhaps the most important of which is the teaching situation. They are also the means, tools and procedures that the teacher uses to help him in his task. Moreover, these strategies represent the general atmosphere in the classroom that helps to reach in an orderly and sequential manner to acceptable educational outcomes in light of the available possibilities. In short, these strategies are the advance planning and plan followed by the teacher to achieve an educational goal.

The Commercial track employs a set of modern strategies in learning that suit the age group of secondary education students and the specificity of some subjects and the school environment. These strategies include the following:

Collaborative Learning Strategy (استراتيجية التعلم التعاوني):

Divide the students into groups, each homogeneous group according to his abilities, taking into account the different intelligences of the students. These groups consist of 4 to 6 students per group depending on the capacity and number of students in the class. The roles are distributed to the group democratically to organize the work and use the time appropriately. The group leader, reader, writer, rapporteur and observer are identified in each group, and a task is assigned to them, such as they analyze the samples of cover letters in Simulation Office Project subject, for example (مهر ٣١٣).

Dialogue and Discussion Strategy (استراتيجية الحوار والمناقشة):

It depends on structured dialogues to exchange views and ideas alongside with the interaction of students' experiences that enhance some activities, stimulate students mentally, and develop critical thinking skills. Teachers bring up main ideas about the lesson through questions and discussion encouraging students to express their opinions, such as discussing the effect of communication barriers in Communication Skills subject (در ٢١٣).

Think-Pair-Share Strategy (استراتيجية فكر-زواج-شارك):

Think-Pair-Share (TPS) strategy is one of the innovative strategies derived from cooperative learning. Teacher gives students a question that they must consider alone and then discuss it with a neighbor before settling on a final answer. This is a great way to motivate students and promote higher-level of thinking. Even though the activity is called think-"PAIR"-share, many instructors use it for pairs and small groups as well (three or four students). Often each group discussion is followed up with a larger classroom discussion. Some think-pair-share activities are short, such as "**quick-response think-pair-share**" and sometimes the activities may be longer and more involved, "**extended think-pair-share.**" The instructor can use the student responses as a basis for discussion, to motivate a lecture segment, and to obtain feedback about what students know or think of. It is easy to incorporate more than one think-pair-share activity in a class period.

Steps and tips for using think-pair-share

1. Ask a question. Be aware that open-ended questions are more likely to generate more discussion and higher order thinking. A think-pair-share can take a short time (three minutes) or can be longer, depending on the question or the task and the class size, as well.

2. Give students a minute to two more (for complicated questions) to discuss the question and work out the answer.
3. Ask students to get together in pairs or in groups of three to four students. If movement among students is required, then allow them to move. If the instructor definitely wants to stick with pairs of students, but have an odd number of students, then allow each group to include three students. It's important to have small groups so that each student can talk.
4. Ask for responses from the pairs or the groups. Indicate time for those responses and for the class discussion as well to address the question.

This strategy can be used in most of Office Management courses, such as, discussing the importance of organizing the human resources of any organization in “Introduction to Office Management” subject (در ١١١).

Survey Strategy (استراتيجية الاستقصاء):

The investigation strategy is raised at its different levels, according to the levels of the students, through questions and discussions. That strategy provoke students through the use of critical thinking in real or simulated educational situations through which the student acquires new knowledge, such as explaining the types of communication methods and the advantages and disadvantages of each type in “Communication Skills” subject (در ٢١٣).

Brainstorming Strategy (استراتيجية العصف الذهني):

Learners share and record questions, ideas and examples that come to mind (without judgment or censure) about a central idea, topic or problem. Brainstorming is often presented visually by using colorful posters that can be created by learners in small groups and presented to the rest of the class.

Critical Thinking Strategy (استراتيجية التفكير الناقد):

Critical thinking focuses on mental processes that go beyond apparent matters to study things in depth, and this requires the learner to reconsider many of his previous practices. When the learner practice this skill, he formulates knowledge in an authentic way and interacts with it with the highest degree of effectiveness, and then formulates new experiences and new expectations in which he transcends the experience presented to him. In this way, the student's thinking can be creative and informed. Dealing with laws related to injuries, vacations, and incentives for workers in the course of labor law is a good example of that. Critical thinking includes a wide range of skills, the most important of which are:

1. Distinguishing between facts that can be proven or verifiable and between claims or self-claims.
2. Distinguishing between allegations and reasons related to the topic, and those that are inserted into the topic and are not related to it.
3. Determining the credibility of information sources and references.
4. Identifying ambiguous allegations or evidence.
5. Identifying the similarities and differences between two positions or two ideas on an issue.
6. Applying previously learned problem-solving skills.
7. Identifying inconsistencies or inconsistencies in the process of inference from the introduction or facts, and determining the strength of the proof or claim.

E-Learning Strategy (استراتيجية التعلم الإلكتروني):

E-learning is defined as “the use of multimedia like the Internet, radio, video films, television and other resources in the educational learning process. The sources of

knowledge and science available to students these days are diverse and plentiful, and they can be accessed in easy and attractive ways, without relying on the teacher. Therefore, the teacher's role is no longer limited to communicating information only. It is much more than that. He became responsible for building the personality of the student as a researcher, thinker, critic and an independent individual who can access information and self-expand his horizons.

Role-Playing Strategy (استراتيجية اللعب بالأدوار):

Learners act out or perform a particular role in order to explore and dramatize the thoughts, feelings, and experiences of another person in a simulated situation.

- The role-play can be conducted between two learners, a small group or as a whole class led by the teacher.
- The role-play can be performed and presented to the whole class, where other learners can be invited to make comment and analysis on the content.
- Some role-plays can be simple, but it can also include learners' own development and interpretation of a given scenario.

Such strategy you can use in playing role of a candidate who called for a job interview in “Simulation Office” project (مهر ٣١٣) and “Communication Skills” course (ادر ٣١٢).

Evaluation Methods

Evaluation represents one of the most important modern approaches to the development of education, through which the impact of all that has been planned and implemented in terms of teaching and learning processes, and its strengths and weaknesses, is identified. It helps in suggesting solutions that contribute to emphasizing and strengthening strengths, and avoiding and addressing weaknesses in the teaching and learning process.

Definition of Evaluation:

Educational evaluation is a systematic process based on scientific and practical foundations, aimed at issuing an accurate and objective judgment on the inputs and outputs of any educational system, and then identifying the strengths and weaknesses in each of them in preparation for taking the appropriate decisions for any reform, and to improve the learner's performance.

Evaluation in the educational process includes several elements, the most important of which are: evaluating the curriculum, with its various elements (objectives - content - teaching and learning strategies - evaluation), evaluating the teacher, and evaluating the outcomes of the curriculum.

The curriculum can be evaluated by the change it made on the student's behavior cognitively, mentally, emotionally and skillfully from a specific level to another desirable level, expressed by the curriculum objectives.

Purposes of Evaluation:

The evaluation is characterized by a comprehensive view of the components of the educational process and also searches for the reasons that lead to its weakness or strength through this comprehensive view. However, the purpose of the evaluation focus on the partial components of the educational and educational process, but in the end, it links these particles to form a general and comprehensive judgment on the learning and educational process as a whole. The purposes of the evaluation in general are:

1. Defining the weaknesses and strengths of students' learning, and determining the direction in which their general cognitive, social, and psychological development is going, ... etc.
2. The evaluation reveals to us the extent to which the learning and educational goals set in advance have been achieved, and the aspects that need to be developed, modified or changed in these goals.
3. Evaluation reveals the strengths or weaknesses of the teacher, the curriculum, teaching methods, and other specific means that are used or served in the teaching and learning process.
4. Evaluation is an important part and an essential process in the planning, organization and implementation of all programs. It is the bridge that provides the opportunity to cross the distance between reality and the set goals.
5. Evaluation is a necessary way to test principles of working with individuals, groups and societies; to ensure the validity of those principles.
6. Providing information on the degree to which a program has achieved its objectives by clarifying the shortcomings and strengths, and providing feedback on those aspects.
7. Informing administrators and policy makers of the unexpected results of program implementation, whether negative or positive, so that policy makers have sufficient justification for changing or canceling programs.

8. Providing information on the level of general satisfaction with the results of the program and the degree of support provided to it.
9. Evaluation focuses more on improving a service than on evaluating whether or not the service is worth keeping.

Types of Evaluation:

Evaluation can be classified into:

1. Diagnostic Evaluation:

It is concerned with identifying the learning difficulties or weakness of pupils during teaching. It tries to locate or discover the specific area of weakness of a pupil in a given course and tries to provide remedial measure.

N.E. Gronlund says “..... formative evaluation provides first-aid treatment for simple learning problems whereas diagnostic evaluation searches for the underlying causes of those problems that do not respond to first-aid treatment.”

When the teacher finds that even after the use of various alternative methods, techniques and corrective prescriptions, and the student still faces learning difficulties, then the teacher recourse to a detailed diagnosis through specifically designed tests called ‘diagnostic tests’.

Diagnosis can be made by employing observational techniques, too. In case of necessity, the services of psychological and medical specialists can be used for diagnosing serious learning difficulties.

2. Formative Evaluation:

Formative evaluation is used to monitor the learning progress of students during the period of teaching. Its main purpose is to provide continuous feedback to both teachers and students concerning learning successes and failures while teaching is in process.

Feedback to students in terms of providing reinforcement of successful learning and identifies the specific learning problems that need correction. Feedback to teachers in terms of providing information for modifying instructions and for prescribing group and individual remedial work.

Formative evaluation helps teachers to ascertain the students' progress from time to time. At the end of a topic, unit, segment or a chapter, teachers can evaluate the learning outcomes, and based on that they modify their methods, techniques and devices of teaching to provide better learning experiences.

Teachers can even modify the teaching objectives, if necessary. In other words, formative evaluation provides feedback to the teacher. The teacher can know which aspects of the learning task were mastered by students and which aspects were not. Formative evaluation helps the teacher to assess the relevance and appropriateness of the learning experiences provided and to assess instantly how far the goals are being fulfilled.

Thus, it aims to improve teaching and learning. Formative evaluation also provides feedback to students. The student knows his learning progress from time to time. Thus, formative evaluation motivates the students for better learning. As such, it helps the teacher

to take appropriate remedial actions. “The idea of generating information to be used for revising or improving educational practices is the core concept of formative evaluation.”

It is concerned with the process of development of learning. In the sense, evaluation is concerned, not only with the appraisal of the achievement, but also with its improvement.

Education is a continuous process. Therefore, evaluation and development must go hand in hand. The evaluation has to take place in every possible situation or activity and throughout the period of formal education of a student.

Cronback is the first educationist, who gave the best argument for formative evaluation. According to him, the greatest service evaluation can perform is to identify aspects of the course where education is desirable. Thus, this type of evaluation is an essential tool to provide feedback to the learners for improvement of their self-learning and to the teachers for improvement of their methodologies of teaching, nature of the educational materials, etc.

It is a positive evaluation because of its attempt to create desirable learning goals and tools for achieving such goals. Formative evaluation is generally concerned with the internal agent of evaluation, like participation of the learner in the learning process.

The functions of formative evaluation are:

(a) Diagnosing:

Diagnosing is concerned with determining the most appropriate method or educational materials conducive to learning.

(b) Placement:

Placement is concerned with finding out the position of an individual in the curriculum from which he has to start learning.

(c) Monitoring:

Monitoring is concerned with keeping track of the day-to-day progress of the learners and to point out changes necessary in the methods of teaching, educational strategies, etc.

Characteristics of Formative Evaluation:

The characteristics of formative evaluation are as follows:

3. It is an integral part of the learning process.
4. It occurs, frequently, during the course of teaching.
5. Its results are made immediately known to the learners.
6. It may sometime take form of teacher observation only.
7. It reinforces learning of the students.
8. It pinpoints difficulties that are being faced by a weak learner.
9. The results cannot be used for grading or placement purposes.
10. It helps in the modification of the educational strategies including method of teaching, immediately.
11. It motivates learners, as it provides them with knowledge of progress made by them.
12. It looks at the role of evaluation as a process.
13. It is generally a teacher-made test.
14. It does not take much time to be constructed.

Examples:

- i. Monthly tests.
- ii. Class tests.
- iii. Periodical assessment.
- iv. Teacher's observation, etc.

3. Summative Evaluation:

Summative evaluation is undertaken at the end of a course of teaching to know to what extent the objectives previously fixed have been accomplished. In other words, it is the evaluation of students' achievement at the end of a course.

The main purpose of the summative evaluation is to assign grades to the students. It indicates the degree to which the students have mastered the course content. It helps to judge the appropriateness of educational objectives. Summative evaluation is generally the work of standardized tests.

It compares one course with another. The approaches of summative evaluation imply some sort of final comparison of one item or criteria against another. It has the risk of making negative effects.

This type of evaluation might classify a particular student as weak, for example, and cause him or her frustration.

To sum up, we can say that formative assessment tests are conducted at regular and frequent intervals during the course; Whereas, summative assessment tests are given at the end of a course or at the end of a fairly long period.

The experiences gained by the student in Commercial Science courses at the secondary level are evaluated by:

- ▶ **Structured observation:** It is intended to observe the student's behavior in different educational situations, such as classroom discipline, cooperation with colleagues, and academic behavior.
- ▶ **Projects:** Commercial Science projects contribute to the development of students' abilities and skills to get ideas to engage in the market and achieve sustainable development goals.
- ▶ **Reports:** Reports in Commercial Science courses deal with various topics, such as commenting on an activity, addressing an accounting, economic or commercial problems, expressing an opinion on a contemporary economic issue, or analyzing the financial statements of a company for a commercial project.
- ▶ **Short exams.**
- ▶ **Student's Portfolio:** It is a purposeful and organized collection of the student's work and achievements related to the course, during a specified period, for the purpose of documenting his learning process and evaluating his performance.

What is meant by student achievement is all that he undertakes of assignments, editorial work, and various performances during and outside the class. It is also his production and contributions to individual and group activities and projects, which he is assigned to in the various fields of the subject, in addition to his initiatives related to the development of his learning in a particular field. The file is divided as follows:

1. **Applications:** The oral or written activities that are given to the student with the intention of evaluating a formative assessment in parts of the course, it is applied mainly during or at the end of the educational situation, or in the form of a home job.

2. **Quizzes:** Written questions that are given to students during the educational situation, in a short period of time (10-15 minutes) to evaluate what students have mastered in a particular part of the course.
3. **Reports:** Written works prepared by the student, between 200 to 300 words (one to two pages). Examples of reports that students can prepare in Commercial Science are: commenting on a field visit, a lecture, a movie, a computer program, or a radio or television program.
4. **Research papers:** These are studies prepared by the student on his own, in which he uses his experience in writing the research. It reflects his personal effort. Student should write around 1000 words (5-8 pages) in topics, such as:
 - Expressing an opinion on a contemporary economic issue.
 - Addressing an economic problem.
 - Analyzing the financial statements of a project.
5. **Projects:** These are organized and integrated works prepared by the student individually or with the participation of a number of his fellow students. Examples of projects in Business courses are:
 - Recording a radio or a television program.
 - A field study for a commercial project.
 - Designing a business website.

Lesson Plan for Simulation Office Project

Lesson plans include all you need to know in order to, successfully, teach using the new course book and the other materials. They provide guidance for dealing with the activities in the course book and workbook, as well as teacher-mediated activities.

A lesson plan is a teacher's detailed description of the lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the ability and proficiency of the teacher, subject being covered, and the needs of the students. There might be requirements assigned by the school regarding the plan, as well. A lesson plan is the teacher's guide for running a particular lesson, and it includes the objectives (what the students are supposed to learn), how the objectives will be reached (the method, procedure of teaching) and a way of measuring the achievement of the objectives (test, worksheets, homework.. etc.).

Every teacher is required to prepare a lesson plan because this is considered as a guide for the lesson. Lesson planning is important because it gives the teacher a concrete direction of what he/she wants to address for that day. Research has shown that students' learning is correlated to teachers' planning. One major explanation is that when the plan is ready, teachers can focus on its implementation. When teachers do not have to think about what they need to do next, they are able to focus more on the lesson. Lesson planning is important because it helps teachers ensure that the day-to-day activities which take place in their classrooms, are providing students with an adequate level of long –term progress toward the objectives outlined in their scope and sequence, as well as their individual

education plans when necessary. An effective lesson plan includes several elements, such as learning objectives, quality questions, materials and activities. It is important to have the learning objectives stated clearly, because those should drive the development and implementation of all activities in the classroom. Quality questions are important to be listed in the plan to direct the students over the period of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than memorization and simple comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets or not. Lesson planning is an essential part of the teaching process that changes over time as teachers gain more hands-on experience.

The Importance of Lesson Planning:

Educators, unanimously, agreed that lesson planning is of extreme importance, and it is a step that must be done carefully in order to achieve success, because:

1. Through lesson planning the subject is organized properly.
2. It keeps the teacher free from the faults of thoughtless teaching.
3. It provides learners with a proper atmosphere for learning.
4. It provides teachers with a clear idea about when they start evaluation and when they should proceed to the next lesson.
5. Lesson plans help in organizing teaching and save time.
6. Lesson plans allow teachers to apply appropriate strategies.
7. Teachers will be more ready and confident while teaching the lesson with planning.

Steps to Write a Lesson Plan:

Lesson plans contain a number of common elements to support you, as a teacher, in understanding the lesson objectives, and adapting your practice to suit learners' needs.

The nature of lesson planning differs in form and content depending on the type of plan to be created (annual - quarterly - unit of study - class). A lesson plan is a brief theoretical document for what is to be implemented in the classroom. It is useful for teachers to take into account the following steps when writing their lesson plans:

1. The lesson plan is important, so writing the information down is very important, to keep track of what the teacher and learner have accomplished.
2. **Resources, applications and software:** The teacher determines the type of resource and software used in implementing the lesson, such as the whiteboard, the interactive board, worksheets, presentations, and other things.
3. **Citizenship Values (Value Activated):** The teacher defines the values should be gained from the lesson.
4. **Engaging Starters (Getting Started):**
 - It is the main entry point for accessing any class, and it is useful to differentiate between it and the assessment of tribal learning, as its implementation is feasible and falls under the incentive preparation. However, building new experience is based strongly on recalling the previous experience of the learners, and this is often accomplished in building economic and accounting concepts. Further, in cases where two outcomes are linked to each other, or the decree's achievement has not been completed in the previous quota, as it is not always necessary - to have a close connection between two successive topics.
 - It is necessary that the introductory activity to be attractive, closely related to the topic discussed, and it is desirable that the learner be an active participant in it. Example: Students acting out a dialogue, showing a clip from a movie, news from a local newspaper ... etc.
5. **Learning Objectives:** Objectives should be stated clearly and the can be taken from header of the lesson in the textbook.

6. **Duration:** It is important for the teacher to set a time for each activity in class to ensure that all lesson objectives are covered. Managing time in class is one of the most important characteristics of a successful teacher.

7. Procedures and Teaching Aids:

- ***The teacher's role:*** In this field, teachers write briefly all the instructions, initiatives and activities they will assign to learners.

- ***The role of the learner (the student):*** In this field, teachers write all the responses, activities and initiatives that learner are expected to do.

8. **Evaluation for the sake of learning:** In this field, teachers write the evaluation methods and tools they will use to evaluate learning in the class.

9. **Conclusion of the lesson:** It is a planned activity that all students carry out at the end of the lesson to summarize what they have learned, return to the lesson objectives, reflect on what they have achieved, and think about how they worked. The conclusion of the lesson is important for the student as it helps him remember what has been learned, connects the student to the lesson objectives, and enhances the student's motivation and sense of achievement. It is important for the teacher as it helps him evaluate student learning, leads him to plan for further and deeper learning, and gives him an opportunity to reflect on the effectiveness of the teaching process.

10. **A contemplative pause:** It is necessary for the teacher to set apart for notes in his planning that he can use in recording the new situations he faces, or the difficulties and obstacles that prevented the achievement of goals. It also determines whether the objectives have been successfully achieved, or the lesson requires a change in the teaching strategy, the type of activities, or that it needs more reinforcement and remedial activities.

11. **Assessment methods for learning:** This field specifies the methods of assessment to assess learning, such as feedback, questions, self-assessment, or peer assessment ... etc.

12. **Skills of the 21st century:** The teacher defines the skills of the 21st century that should be covered in the implementation of the lesson.
 13. **Teaching and learning strategies:** The teacher defines the strategy/ies used in the lesson.
 14. **Strategies for differentiated instruction:** The teacher defines strategies for differentiated instruction that should be used in the classroom.
-

Lesson plan template:

Subject/code			
Class			
Day			
Date			
period			

Topic:	Chapter:
---------------	-----------------









Sources and Resources	<input type="checkbox"/> Textbook <input type="checkbox"/> Whiteboard <input type="checkbox"/> Worksheet <input type="checkbox"/> Colored papers <input type="checkbox"/> Presentation <input type="checkbox"/> Other:
Link between subjects	
Value Activated	

Engaging Starters	
Time	

Time	Educational Objective	Teaching and Learning Strategies	Procedures	Assessment for Learning

Lesson Closer	
Time	

Support Students	
Enrichment Activities	
Challenge Question	
Meditative Pause	<input type="checkbox"/> Objectives Successfully Accomplished <input type="checkbox"/> The lesson requires a change of teaching strategy <input type="checkbox"/> The lesson needs to change the type of activities <input type="checkbox"/> Other:

Skills of the 21st century	 Critical Thinking <input type="checkbox"/>	 Communication & Teamwork <input type="checkbox"/>	 Creativity & Problem Solving <input type="checkbox"/>	 Leadership & Decision Making <input type="checkbox"/>
	 Local & International Citizenship <input type="checkbox"/>	 Initiative <input type="checkbox"/>	 Digital Literacy <input type="checkbox"/>	 Global Awareness <input type="checkbox"/>

Strategy Used	
Learning Patterns	



Practical Framework for Teacher's Guide

KINGDOM OF BAHRAIN

Ministry of Education



مَمْلَكَةُ الْبَحْرَيْنِ
وَأَازَرَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

مدرسة

Simulation Office Project

Teacher's Guide



Aims and Objectives

At the end of the course, students should be able to:

1. Understand the necessary procedures to apply for a job.
2. Design a CV and a job application letter.
3. Fill out the job application form.
4. Effective communication in a job interview.
5. Understand some secretarial duties and clerical work.
6. The ability to use some machines and equipment in the office.
7. Planning for a professional future and university education.

Course Outline

الخطة الزمنية للمقرر مقدمة في غرفة المحاكاة

المسار	المساق	رمز المساق	عدد الساعات المعتمدة	نوع المساق	المتطلبات السابقة	الفصل
توحيد المسارات	Simulation Office Project	مهر ٣١٣	٤	اختياري غير ملزم	-	٣

ملاحظات	التقويم التكويني		عدد الأسابيع	الموضوعات المقررة	المهمة
	الدرجة	النوع <input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١ <input type="checkbox"/>	Introduction to Simulation of Kids Fashion Factory	
منتصف الفصل	١٠	اختبار عملي	١ <input type="checkbox"/>	CV السيرة الذاتية	TASK 1
	١٠	اختبار عملي	١ <input type="checkbox"/>	Application Letter	TASK 2
أعمال الفصل	١٠	اختبار عملي	١ <input type="checkbox"/>	Application Form	TASK 3
درجة النهائي	٥	اختبار شفوي	١ <input type="checkbox"/>	Job Interview	TASK 4
أعمال الفصل	١٠	اختبار عملي	١ <input type="checkbox"/>	Invitation Card	TASK 5
	١٠	اختبار عملي	١ <input type="checkbox"/>	Notice Board	TASK 6
درجة النهائي	٥	اختبار عملي	١ <input type="checkbox"/>	Advertisement	TASK 7
	٥	اختبار عملي	١ <input type="checkbox"/>	Fax Form	TASK 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١ <input type="checkbox"/>	Memorandum	TASK 9
درجة النهائي ٥ درجات	٣٠	عملي	٣ <input type="checkbox"/>	Project	TASK 10
	<input type="checkbox"/>	<input type="checkbox"/>	٢ <input type="checkbox"/>	Sending Fax	Activity (4-1)
	<input type="checkbox"/>	<input type="checkbox"/>		Photocopy	Activity (4-2)
	<input type="checkbox"/>	<input type="checkbox"/>		Binding Machine	Activity (4-3)
	<input type="checkbox"/>	<input type="checkbox"/>		Searching for Information	Activity (4-4/5)

ملاحظات	التقويم التكويني		عدد الأسابيع	الموضوعات المقررة	المهمة
	الدرجة	النوع <input type="checkbox"/>			
	١,٥	الانضباط		ملاحظة السلوك الطلابي	
	١,٥	التعاون مع الزملاء			
	٢	السلوك الأكاديمي			
	١٠٠	المجموع			

LESSON 1

Introduction to Simulation of Kids Fashion Factory



Overview

Outcomes:

By the end of the lesson, students will be able to:

- understand the factions of Bahrain Fashion Factory.
- state the main departments in Bahrain Fashion Factory.
- open a file for the course.

Materials:

- whiteboard
- computer
- data show

Teaching Strategies:

- Brainstorming Strategy
- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

21st Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.

- **Communication and collaboration:** reinforce the importance of team building and collaboration with others.
- **Leadership and responsibility:** reinforce leadership skills by using problem solving and interpersonal skills.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

Values Integration:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of work
- Commitment
- Responsibility

Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with Business Studies subject (ثقف ١٠١) and Introduction to Office Management (ادرس ١١١).

Vocabulary:

- Simulation
- Organization chart
- Bahrain Fashion Factory
- File
- Secretary
- Organization History

Starter

- Ask students to read the Getting Started (engaging starters) activity.
- Write the term "simulation" on the board or overhead.
- Play the videos or any video explaining the meaning of simulation, and ask the students to pay attention.
 - <https://study.com/academy/lesson/simulations-definition-uses.html#lesson>
- Write on the board the following questions:
 - What is a simulation?
 - What can be simulated?
 - Why is simulation used?
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

Sample Question:

A simulation is the re-creation of a real world process in a controlled environment. It involves creating laws and models to represent the world, and then running these models to see what happens. Simulations are used **for scientific exploration, for safety tests, and to create graphics for video games and movies.**



Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

Learning Objectives:

The student should be able to understand the factions of Bahrain Fashion Factory within 15 minutes based on the activity.

CHAPTER 1 LESSON 1

1 INTRODUCTION TO: BAHRAIN FASHION FACTORY

Our company was established in 2001. It has adapted to changing times, but we are still primarily concerned with producing kids' clothes of a high quality by using modern technology. As the demand for our goods has grown nationally, other factories have been established in places good communication facilities are available. We now have branches in Isa Town, Riffa and Muharraq.

We have a flexible organization. We do not only imitate production in response to market information and thereby lead the fashion world, but also undertake contracts for large retail stores. Although some of the administration is carried out in each branch, the greater part is centered at our Head Office here in Manama. Our administrative structure consists of six departments, including the production unit.

The head of our Production Department is Mr. Mohammed Ahmed and he is responsible for the overall supervision of the factory and the planning of new methods of production. His secretary is Mrs. Amal Habib. She works closely with other heads of department: for example, with the Personnel Officer concerning safety and working conditions, with the Purchasing Department for the supply of raw materials, with Accounts Department by keeping records of manufacturing costs. She is assisted by Mr. Ahmed Ebrahim, our maintenance engineer, who plans and supervises the work of 5 mechanics and who deputizes for Mr. Mohammed Ahmed if necessary. Mr. Ahmed Ebrahim in turn is assisted by Mr. Isa Abdulla, Time and Motion Study Engineer, Mr. Nabeel Ali and Mr. Talal Rashid provide clerical assistance in this section.

The Sales Department and sales force is controlled by the head of sales, Mrs. Hala Rashid, who is responsible for the implementation of sales policy. Her deputy and

CAREER 32 | Page Simulation Office Project (SIM 313) – Secondary Level

- The teacher will display a question regarding the first objective.
- Search the internet for different organisation chart to use in this lesson, being careful to choose appropriate pictures.
- Show one or more of these images and lead a discussion.
- Discuss with students the importance of organising the human resources of any organisation. Ask students for their ideas on how the school is run. Start drawing an organization chart on the board with the Principal at the top,

then the Assistant Principals, departments, etc.

- Next discuss with them the roles of some of the people in the chart, for example, their job descriptions. They may not realise that many of them have duties that are behind-the-scenes, as opposed to merely handling student discipline issues.
- In pairs, students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher will finally follow up with the students by displaying the topic through the slide show.

Sample Question:

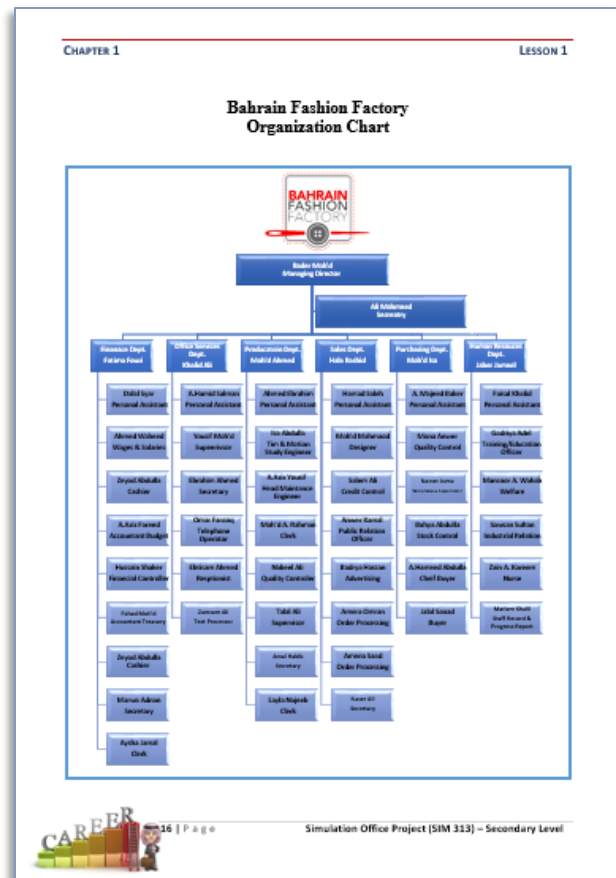
Organisational: a that shows the and relative ranks of its parts &

The student should be able to state the main departments in Bahrain Fashion Factory within 15 minutes based on the activity.

- The teacher will display a question regarding the first objective.
- Ask the students to think about all the people who are needed in order for Bahrain Fashion Factory to run. Ask them to shout out all the people they can think of, from the Managing Director to the clerk, and write those positions on the board. Ask students to imagine how well the factory would run if there was no structure to organize all these people.
- Ask students to brainstorm functions of a secretary. List on the board or

screen capture their responses. You will later compare their lists to the information displayed on the PowerPoint.

- The teacher will finally follow up with the students by displaying the topic through the slide show.



Sample Question:

What are the duties and responsibilities of a secretary?

A Model Answer:

- Typical responsibilities of the job include:
- answering calls, taking messages and handling correspondence.
 - maintaining diaries and arranging appointments.
 - typing, preparing and collating reports.

- filing.
- organising and servicing meetings (producing agendas and taking minutes).
- managing databases.
- prioritising workloads.
- implementing new procedures and administrative systems.
- liaising with relevant organisations and clients.
- coordinating mail-shots and similar publicity tasks.
- logging or processing bills or expenses.
- acting as a receptionist and/or meeting and greeting clients.



Strategy Used: Critical thinking – Discussion

Learning Styles: Visual – Auditory - Kinesthetic



Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

The student should be able to open a file for the course within 15 minutes based on the activity.

- The teacher will display a question regarding the first objective.
- Ask the students to open a file, by reading, "TASK 1" and follow the instructions.
- Monitor students and provide content-based feedback and help as necessary.
- Once the students finish opening the file, tell them to place their files in the cabinet.

CHAPTER 1 LESSON 1

ACTIVITY (1-2): Open your Own File

Before you start your tasks, you should have your own file, to save all your related data and documents.

Instructions:

- Get a new file.
- Open Cover Page document from *Simulation folder*.
- Save the file as "File Cover".
- Write your name on the card index, and printed out.
- Have your file ready with you at every session.
- File all the data and documents produced in that session.
- Return your file according to the company filing system at the end of each session.

Thank you for your co-operation

Simulation Office Project (SIM 313) – Secondary Level | Page 1V



Strategy Used: Critical thinking – Discussion

Learning Styles: Visual – Auditory - Kinesthetic

Lesson Closure

- Review terms, definitions, and objectives.
- At the end of class, ask students the following questions to gauge their understanding of the indicators:
 1. What is the faction of Bahrain Fashion Factory?
 2. List three departments in Bahrain Fashion Factory.
 3. List two duties of a secretary.

LESSON 2

Application Letter



Overview

Outcomes:

By the end of the lesson, students will be able to:

- understand the importance and uses of a cover letter.
- name and identify the parts of a cover letter model.
- create an effective cover letter.

Martials:

- whiteboard
- computer
- data show
- samples of different cover letters, enough for each student

Teaching Strategies:

- Brainstorming Strategy
- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

21st Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.

- **Communication and collaboration:** reinforce the importance of team building and collaboration with others.
- **Leadership and responsibility:** reinforce leadership skills by using problem solving and interpersonal skills.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

Values Integration:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of work
- Commitment
- Responsibility

Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the pervious lesson and Communication Skills (در ۲۱۳).

Vocabulary:

- Application letter
- Cover letter
- Form
- Advertisement
- Résumé
- Selling points
- Heading

Starter

- Ask students to read the Getting Started (engaging starters) activity.
- Ask this question to students: “Think about the time you went to a mall and saw an item you had to buy. What was the item that caught your attention?”
- Raise your hand and tell me the reasons, why you were drawn to that item.
- A cover letter is like a sales letter that should attract employers to call you - the applicant.



Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

Learning Objective:

The student should be able to understand the importance and uses of a cover letter within 15 minutes based on the activity.

- Explore background knowledge among students by asking how many have applied for jobs. Ask if any have written a resume or a cover letter. Discuss experiences.
- Show your class a video about the Cover Letter: Importance, Details & Format.
- As a class, address these discussion questions:
 - What does a cover letter contain?
 - Why are cover letters important?
 - Why do cover letters need to be short and direct?

- What is a selling point and why is it important?
- What are some examples of selling points?
- Define for students the purpose of a cover letter. Explain to them that it is a letter that accompanies an application form or resume, serves as an introduction to the resume (Curriculum Vita), and provides an opportunity to highlight the applicants’ special skills and experiences.



Individualised Education Plan (IEP) for each special education student must be followed. Examples of accommodations may include, but are not limited to:

- checking for understanding
- providing assistance with note taking
- allowing extra time for completion



Strategy Used: Critical thinking – Discussion

Learning Styles: Visual – Auditory - Kinesthetic

The student should be able to name and identify the parts of a cover letter model within 20 minutes based on the activity.

- Point out to students that learning to write cover letters is a skill they need both now and in the future. Explain to students that the cover letter becomes

easier to write as they gain work and educational experience, but it is still important to learn how to write such letters now when they must rely on descriptions of informal experiences and personal qualities as supporting evidence.

- Pass out copies of sample cover letters samples. Have students work individually, in partners, or in small groups to analyse the samples, notating the components of cover letters along the side. Guide students as they evaluate the effectiveness of language used in the samples and make notations for later use.

CHAPTER 1 **LESSON 3**

Cover Letter Template

Your Contact Information
 Your Name
 Your Address
 Your City, State
 Your Phone Number
 Your Email Address

Date

Employer Contact Information
 Name
 Title
 Company
 Address
 City, State

Subject:

Salutation
 Dear Mr./Ms. Last Name:

First Paragraph:
 The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for. Include the name of a mutual contact, if you have one. Be clear and concise regarding your request. Your goal is to convince the reader that they should grant the interview or appointment you requested in the first paragraph.


Middle Paragraphs:
 The next section of your cover letter should describe what you have to offer the employer. Make strong connections between your abilities and the employer's needs. Mention specifically how your skills and experience match the job you are applying for. Remember, you are interpreting your resume, not repeating it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullet points rather than one large block of text so that your letter is easy to read.

Final Paragraph:
 Conclude your cover letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do so and indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow-up if you fax or email it.

Complimentary Close:
 Respectfully yours,

Signature:
 Handwritten Signature (for a hard copy letter)
 Typed Signature

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Individualized Education Plan (IEP) for each special education student must be followed. Examples of accommodations may include, but are not limited to:

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- providing assistance with note taking
- allowing extra time for completion



Strategy Used: Critical Thinking – Discussion
Learning Styles: Visual – Auditory - Kinesthetic

The student should be able to create an effective cover letter within 20 minutes based on the activity.

- Next, review the parts of the cover letter by listing the parts on the board- 'Heading,' 'First Paragraph,' 'Second Paragraph,' 'Third Paragraph', and 'Closing.' Have students recall aspects of these parts of a cover letter, such as lengths and what each section should include, and write out such details on the board.

- Ask students to reflect on their own experiences in terms of cover letters. Brainstorm ideas for 5-10 minutes, having students point out possible skills and experiences they might include in their own cover letters.
- Next, have students create their own cover letters by creating an outline and filling it in from the heading to the

closing. These might be fictional cover letters if students have no experience or skills to refer to. They may use the brainstormed ideas to fill in each section.

- Walk around the classroom to answer questions and offer support while students work.
- Hand out copies of the Cover Letter Guide. Highlight the important items mentioned. Many students believe that “minor” errors can’t hurt them when it comes to applying for a job. Give students a few minutes to read and analyse the sample letter. Ask them to suggest how it could be improved.

- Stress that punctuation and grammar are vital components of a letter. An employer may only need to see nothing more than one misspelled word to decide that the applicant is not worth a second look.



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- providing assistance with note taking
- allowing extra time for completion



Strategy Used: Critical Thinking – Discussion
Learning Styles: Visual – Auditory - Kinesthetic

Lesson Closure

- Review terms, definitions, and objectives.
- At the end of class, ask students the following questions to gauge their understanding of the indicators:
 1. What is a cover letter?
 2. Why do you need a cover letter?
 3. What is the main parts of a Cover Letter?

CHAPTER 1 LESSON 3

Examples of Application letter:

<p>The Ahmed Alshida P.O. Box 1193 West 50th Kingdom of Bahrain</p> <p>14 May, 20--</p> <p>Mr. Jaber Jassid Human Resources Manager Kala Fashion Factory P.O. Box 2112 Manama Kingdom of Bahrain</p> <p>Dear Mr. Jassid:</p> <p>I am writing in answer to your advertisement in Gulf Daily News dated 22 May, 20-- for the position of Secretary at your factory.</p> <p>I am 17 years of age, Bahraini, and I will graduate next semester in June of 2021.</p> <p>I have good knowledge of English. I am well qualified in the language, and word processing, and I have the ability to type 40 words per minute.</p> <p>I will spare no effort to prove myself worthy of your confidence. I am looking forward to get a good role in your factory.</p> <p>Yours truly, The Ahmed Alshida</p>	<p>The Ahmed Alshida P.O. Box 1193 West 50th Kingdom of Bahrain</p> <p>14 May, 20--</p> <p>Mr. Jaber Jassid Human Resources Manager Kala Fashion Factory P.O. Box 2112 Manama Kingdom of Bahrain</p> <p>Dear Mr. Jassid:</p> <p>I am writing in answer to your advertisement in Gulf Daily News dated 22 May, 20-- for the position of Secretary at your factory.</p> <p>I have enclosed a copy of my Curriculum Vitae which outlines my personal details and educational qualifications. From my CV you will note that I am well qualified for the High School Commercial Section.</p> <p>May I have the opportunity to discuss with you further my suitability for this position in an interview?</p> <p>I look forward to hearing from you soon.</p> <p>Yours faithfully, The Ahmed Alshida ENC. C.V.</p>
<p>The Ahmed Alshida P.O. Box 1193 West 50th Kingdom of Bahrain</p> <p>14 May, 20--</p> <p>Human Resources Manager Kala Fashion Factory P.O. Box 2112 Manama Kingdom of Bahrain</p> <p>Subject: Secretary Job Advertisement</p> <p>Dear Sir:</p> <p>I am writing in answer to your advertisement in Gulf Daily News dated 22 May, 20-- for the position of Secretary at your factory. The position seems to fit very well with my education, experience and career interests.</p> <p>I have good and some previous to match your job requirements and I am confident that I can perform the job effectively.</p> <p>Would you please consider my request for a personal interview to discuss my qualifications and to learn more about this opportunity.</p> <p>Thank you for your consideration. I look forward to hearing from you soon.</p> <p>Yours faithfully, The Ahmed Alshida</p>	<p>The Ahmed Alshida P.O. Box 1193 West 50th Kingdom of Bahrain</p> <p>14 May, 20--</p> <p>Human Resources Manager Kala Fashion Factory P.O. Box 2112 Manama Kingdom of Bahrain</p> <p>Subject: Secretary Job Advertisement</p> <p>Dear Human Resources Manager:</p> <p>I am writing in answer to your advertisement in Gulf Daily News dated 22 May, 20-- for the position of Secretary at your factory.</p> <p>I am 17 years of age, Bahraini, and I will graduate next semester in June of 2021.</p> <p>I am confident that I can carry any duties assigned to me, and I will meet all of my possible efforts to attain your satisfaction.</p> <p>I look forward to having a personal interview at any time convenient to you.</p> <p>Yours faithfully, The Ahmed Alshida</p>

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LESSON 3

Curriculum Vita Form



Overview

Outcomes:

By the end of the lesson, students will be able to:

- learn the purpose of a Curriculum Vita.
- review the basics of Curriculum Vita writing.
- create their own Curriculum Vita
- request and collect letters of recommendation.

Martials:

- whiteboard
- computer
- data show

Teaching Strategies:

- Brainstorming Strategy
- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

21st Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.

- **Communication and collaboration:** reinforce the importance of team building and collaboration with others.
- **Leadership and responsibility:** reinforce leadership skills by using problem solving and interpersonal skills.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

Values Integration:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of work
- Commitment
- Responsibility

Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the pervious lesson and Communication Skills (در ۲۱۳).

Vocabulary:

- Curriculum Vita
- Form
- Advertisement
- Résumé
- Letters of recommendation
- Qualification
- Work experience

Starter

- Ask students to read the Getting Started (engaging starters) activity.
- Create one functional format Curriculum Vita and one chronological format résumé with the same personal information.
- Have a Curriculum Vita displayed on the data show for students to see as they walk in the classroom.
- Does anyone know what this is?
- A Curriculum Vita is a summary (usually one page) of your skills, education and experience.
- A well-written Curriculum Vita and the right skills can give you an edge on landing a job
- In this lesson you will be creating your personal Curriculum Vita.
- If time permits, allow students to personalize their Curriculum Vita and place in their class folder/binder as a cover sheet for any other documents related to this lesson.



Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

Learning Objective:

The student should be able to learn the purpose of a Curriculum Vita within 15 minutes based on the activity.

- Distribute graphic organizer, KWL-Curriculum Vita Writing and have students fill out the first two columns of the chart. The last column will be completed during lesson closure.

- Introduce lesson objectives, terms, and definitions.
- Introduce Curriculum Vita Writing for Teens PowerPoint. Discuss each slide in detail.
- It is important that students recognize the importance and components of a résumé.
- A Curriculum Vita is a summary (usually one page) of your skills, education and experience. Not all résumés are the same, but there are some common elements to include in all types. The necessary elements are:
 - Heading
 - Objective
 - Education
 - Experience
 - Activities
 - Summary of Skills
 - References
- There are two distinct types of Curriculum Vita.
- A functional Curriculum Vita allows you to focus on your skills when you do not have previous work experience to highlight.
- The chronological style Curriculum Vita follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format you would most likely use if you are new to the workforce and have limited experience.



Individualised Education Plan (IEP) for each special

education student must be followed. Examples of accommodations may include, but are not limited to:

- checking for understanding
- providing assistance with note taking
- allowing extra time for completion



Individualized Education Plan (IEP) for each special education student must be followed. Examples of accommodations may include, but are not limited to:

- checking for understanding
- providing assistance with note taking
- allowing extra time for completion

The student should be able to review the basics of Curriculum Vita writing within 20 minutes based on the activity.

- Distribute the handout, Basic Information for a Curriculum Vita and Gathering Information for a Curriculum Vita. Assist students as they input their personal information into the data sheet. This information will be used to complete their draft and final Curriculum Vita during the Guided Practice section of this lesson.
- Display Gathering Information for a Curriculum Vita on a slideshow and inform students that this is the information they will be using to complete their draft and final Curriculum Vita. Explain each section and fill out as you proceed and ask for student responses.
- **Teacher Note:** Microsoft® has several Curriculum Vita templates available for student use.
- On the slideshow, show students how to access free Curriculum Vita templates. Allow the class to follow along as you model filling in sections of a Curriculum Vita template.

CHAPTER 1 LESSON 2

Curriculum Vitae Template

CANDIDATE NAME
address, phone, e-mail

PERSONAL INFORMATION

Marital Status:
Nationality:
Date of Birth:
Place of Birth:

OBJECTIVE

Indicate objectives, which describe your skills best

QUALIFICATION

Include dates, majors, and details of degrees, training and certification
Post-Doctoral Training
University
High School

WORK EXPERIENCE

List in chronological order, include position details and dates
Work History
Training

LANGUAGES

Indicate the languages in which you are fluent. You may qualify the level of fluency (e.g., Italian: excellent speaking, fair reading and writing).

INTEREST & HOBBIES

List relevant interests and hobbies

REFERENCES

One from teacher, one from previous job. Always give two references and state "further references available on request".

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Strategy Used: Critical thinking – Discussion
Learning Styles: Visual – Auditory - Kinesthetic

- **The student should be able to create their own Curriculum Vita within 20 minutes based on the activity.**
- Provide students with a Rubric for a Résumé (Curriculum Vita) that will be used to assess their completed professional Curriculum Vita. Discuss all components of the rubric so that students will be aware of how their document will be assessed.
- **Computer lab:** Allow time for students to type their Curriculum Vita using a word processing software such as Microsoft Word® or allow them to use a résumé (Curriculum Vita) template. Monitor and assist students as they work independently to complete their task.
- Have students proofread and edit each other's Curriculum Vita prior to submitting for assessment.

Lesson Closure

- Review terms, definitions, and objectives.
- At the end of class, ask students the following questions to gauge their understanding of the indicators:
 1. What is the main parts of a Curriculum Vita?
 2. What is the importance of a Curriculum Vita?
 3. Why it is important to have one Curriculum Vita?



Individualised Education Plan (IEP) for each special education student must be followed. Examples of accommodations may include, but are not limited to:

- checking for understanding
- providing assistance with note taking
- allowing extra time for completion



Strategy Used: Critical thinking – Discussion

Learning Styles: Visual – Auditory - Kinesthetic

LESSON 4

Job Application



Overview

Outcomes:

By the end of the lesson, students will be able to:

- define the application form.
- state the parts of application form.
- fill out an application form.

Martials:

- whiteboard
- blank application form
- A completed sample of incorrect job application form for each student.
- Highlighter pens, one for each group.

Teaching Strategies:

- Brainstorming Strategy
- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

21st Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.

- **Communication and collaboration:** reinforce the importance of team building and collaboration with others.
- **Leadership and responsibility:** reinforce leadership skills by using problem solving and interpersonal skills.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

Values Integration:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of work
- Commitment
- Responsibility

Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the pervious lesson and Communication Skills (در ۲۱۳).

Vocabulary:

- Application Form
- Personal Details
- Position
- Language
- Reference
- Qualification & Skills
- Work experience
- Expected Salary

Starter

- Ask students to read the Getting Started (engaging starters) activity.
- Ask for two student volunteers. Explain to the class that they are going to have a shoe-tying race.
- Ask both volunteers to untie their shoes.
- When the volunteers are ready, hand each of them a watch with a second hand. As you hand them the watches, make a mental note of the time on each watch.
- Tell the competitors to look at the watches and to time how long it takes them to tie their shoes. When they are ready, say go. As the volunteers claim to have won, take the watches back from them. As they hand the watches back to you, record the time from each watch.
- Ask the volunteers how long it took them to tie their shoes. Then, ask them to identify the time they started and the time they finished. Point out to students that the volunteers had to follow directions and pay attention to details.
- Remind students that you told the competitors to look at the watches and to time how long it took to tie the shoes.
- Explain to students that today's lesson will help them learn to follow directions and pay attention to details when completing applications for jobs or college.

Learning Objective:

The student should be able to define the application form within 10 minutes based on the activity.

- The teacher will display a question regarding the first objective.
- Search the internet for different application forms to use in this lesson, be aware to choose appropriate pictures.
- Show one or more of these forms and lead a discussion.
- Discuss with students the importance of an application form.
- In pairs, students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher will finally follow up with the students by displaying the topic through the slide show.

Sample Question:

A job is a form that ask job applicants to fill out to learn about their history. These forms are often completed online, but some businesses still use applications.

A Model Answer:

A job application is a form that employers use and ask job applicants to fill out to learn about their work history. These forms are often completed online, but some businesses still use paper applications.

The student should be able to state the parts of application form 15 minutes based on the activity.

- Who wants a job? Hooks / Set - Put the following opener on the board before you take roll.
- If you were the owner of a business, make a list and describe what kind of information found on an application may help you decide who the best person would be for your company.
- Ask them to do this as a think/pair/share. After students have had enough time to do this, share out as a large group and write their answers on the board.
- Have a class discussion about what an application form is.
- Inform students that they are all about to apply for a job with Bahrain Fashion Factory.



Individualised Education Plan (IEP) for each special education student must be followed. Examples of accommodations may include, but are not limited to:

- checking for understanding
- providing assistance with note taking
- allowing extra time for completion



Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

The student should be able to fill out an application form within 20 minutes based on the activity.

- Give students the blank job application.
- Have them complete the application to the best of their ability, using real information if they can provide it.
- For the purposes of this activity, they can consider volunteer activities as previous employment.
- Remind students to highlight experiences they think would be useful in a secretary position.
- Of course, not all students will be able to provide real information for all parts of the job application – they may not recall the starting date of a job or volunteer activity, for example. Explain that it is best not to leave information out of an application if you can help it. However, truthful, real information is very important on a real job application, so we will not make up information for this practice application. It is OK to leave some parts blank if necessary.
- Explain the preparation needed to apply for a job.
- List several acceptable ways to apply for a job.
- Explain how to complete a job application form.
- List common mistakes on a job application form.
- List specific things employers look for in a job application.



Individualised Education Plan (IEP) for each special education student must be followed. Examples of accommodations may include, but are not limited to:

- checking for understanding
- providing assistance with note taking
- allowing extra time for completion

The student should be able to create their own Curriculum Vita within 20 minutes based on the activity.

- Provide students with a Rubric for Résumé (Curriculum Vita) that will be used to assess their completed professional Curriculum Vita. Discuss all components of the rubric so that students will be aware of how their document will be assessed.
- **Computer lab:** Allow time for students to type their Curriculum Vita using a word processing software such as Microsoft Word® or allow them to use a résumé (Curriculum Vita) template. Monitor and assist students as they work independently to complete their task.
- Have students proofread and edit each other's Curriculum Vita prior to submitting for assessment.

CHAPTER 1 LESSON 4

Employment Application

We appreciate your interest in applying for a position at Kids Fashion Factory. To assist us in assessing your application, please complete the following confidential information. You may attach a resume to your application however, your resume will not be returned to you.

POSITION APPLIED FOR: _____ Your Photo: _____

PERSONAL DETAILS

Full Name : _____

Sex : Male Female Nationality : _____

Date Of Birth : _____ Marital Status : _____

CPR No. : _____ Religion : _____

Passport No. : _____ Telephone : _____

List below your educational achievements starting with the most recent first.

Name of School or Institute	Year		Specialized
	From	To	

Indicate your proficiency in language other than your own.

Language	Speaking	Writing	Reading
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Individualised Education Plan (IEP) for each special education student must be followed. Examples of accommodations may include, but are not limited to:

- checking for understanding
- providing assistance with note taking
- allowing extra time for completion



Strategy Used: Critical thinking – Discussion

Learning Styles: Visual – Auditory - Kinesthetic



Strategy Used: Critical thinking – Discussion

Learning Styles: Visual – Auditory - Kinesthetic

Lesson Closure

- Review terms, definitions, and objectives.
- At the end of class, ask students the following questions to gauge their understanding of the indicators:

1. What are the main parts of an application form?
2. What is the importance of an application form?

Students Tasks

**Students Tasks and Tasks
Grading Distribution**



1

INTRODUCTION TO: BAHRAIN FASHION FACTORY

Our company was established in 2001. It has adapted to changing times, but we are still primarily concerned with producing kids clothes of a high quality by using modern technology. As the demand for our goods has grown nationally, other factories have been established in places good communication facilities are available. We now have branches in Isa Town, Riffa and Muharraq.

We have a flexible organisation. We do not only imitate production in response to market information and thereby lead the fashion world, but also undertake contracts for large retail stores. Although some of the administration is carried out in each branch, the greater part is centered at our Head Office here in Manama. Our administrative structure consists of six departments, including the production unit.

The head of our Production Department is Mr. Mohammed Ahmed and he is responsible for the overall supervision of the factory and the planning of new methods of production. His secretary is Mrs. Amal Habib. She works closely with other heads of department: for example, with the Personnel Officer concerning safety and working conditions, with the Purchasing Department for the supply of raw materials, with Accounts Department by keeping records of manufacturing costs. She is assisted by Mr. Ahmed Ebrahim, our maintenance engineer, who plans and supervises the work of 5 mechanics and who deputizes for Mr. Mohammed Ahmed if necessary. Mr. Ahmed Ebrahim in turn is assisted by Mr. Isa Abdulla, Time and Motion Study Engineer, Mr. Nabeel Ali and Mr. Talal Rashid provide clerical assistance in this section.

The Sales Department and sales force is controlled by the head of sales, Mrs. Hala Rashid, who is responsible for the implementation of sales policy. Her deputy and personal assistant is Mr. Hamad Salah. In addition to overall responsibility for the work of the Sales Department, Mrs. Hala directs a sales force made up of three Bahrain area managers, each of whom leads and supervises two sales representatives. The sales representatives are important not only because they obtain orders, but also because they provide useful feedback which the company needs to determine future sales policy. Credit control in the department is handled by Mr. Salem Mobarak.

Also in this department is Mr. Anwer Kamal, the Public Relations Officer, who leads a team of three, working on the design of advertising material for our clothes. They are involved in the preparation and presentation of a wide range of items. The department has the assistance of two orders processing clerks. Once the design of clothing has been approved for production, the items that go into its manufacture must be obtained. The purchase of such items, at the right time, at the right price, in the right quantity, and of the right quality, is the responsibility of the Purchasing Department under the direction of Mr. Moh'd Isa, the head of department, and Mr. Abdul Majeed Baker, his assistant. These factors are also important in the purchase of all the other items the company buys, such as machines, office furniture, maintenance equipment and even foodstuffs. Because the company buys so many different types of articles, the work of the Purchasing Department is split into sections. Mr. AbdulHameed Abdulla and two buyers concentrate on the purchase of raw materials such as fabric; Ms. Mona Anwer with two assistants is responsible for stock control.

The financial aspect to all the company's buying is controlled by Ms. Fatima Fauzi in the Finance Department.

The Finance Department is also responsible for bills receivable costing, the payment of wages and salaries, and the recording of transaction. Mr. Hussain Shaker is our financial controller and advisor to the board of directors, his duties include the preparation of the annual accounts to be presented at the annual general meeting. His secretary is Ms. Marwa Adnan. The work of the department is carried out by four section heads: Mr. Fahad Moh'd (Costing), Mr. Ahmed Waheed (Wages and Salaries), Mr. Abdulaziz Fareed (Bills Receivable), has also post of Cashier in the department. Most of the records in this department are computerized; two clerks assist in the work of the department.

The Human Resources Department has direct responsibility to every other department. The head of department is Mr. Jabber Jamel and his assistant is Mr. Faisal Khaild. While he is concerned with the recruitment of staff, his three assistants deal with training/education, welfare and industrial relations. In addition to recruitment, Ms. Mariam Khalil keeps staff records and staff progress reports. These may be needed for promotions, transfers and references. Part of the work of the training and education officer, Ms. Gadriya Adel, is to assess what training schemes are needed and to arrange for various kinds of training to take place.

Mr. Mansoor A. Wahab is a welfare officer and he is responsible for ensuring that the working conditions comply with the legal requirements. He is also in charge of the canteen, cloakroom, washing, sports and recreational facilities. The welfare officer is the person to whom any employee may turn to when faced with personal problems. Nurse Zain Abdul Kareem is in charge of the First Aid Room. Three work-processing operators serve the team.

Discipline, negotiations with unions and safety are dealt with by Ms. Sawsan Sultan, the industrial relations officer. In addition to her department responsibilities towards the staff in all departments, the Human Resources Department is responsible for the management of obtaining the best staff, using them in the best way, and ensuring that they stay with the company. Whereas every other department is concerned with some specific aspect of the company's business, the function of the Office Services Department, Mr. Khalid Ali, is also the company secretary. His duties include general office administration, the keeping of statutory books and returns the organisation of directors and shareholders meeting and the implementation of decisions taken at them. Mr. Khalid Ali is also responsible for computer services. He has an office manager; Mr. Yousif Moh'd who deals with the day-to-day running of the office and organisation or contract work, for example cleaning.

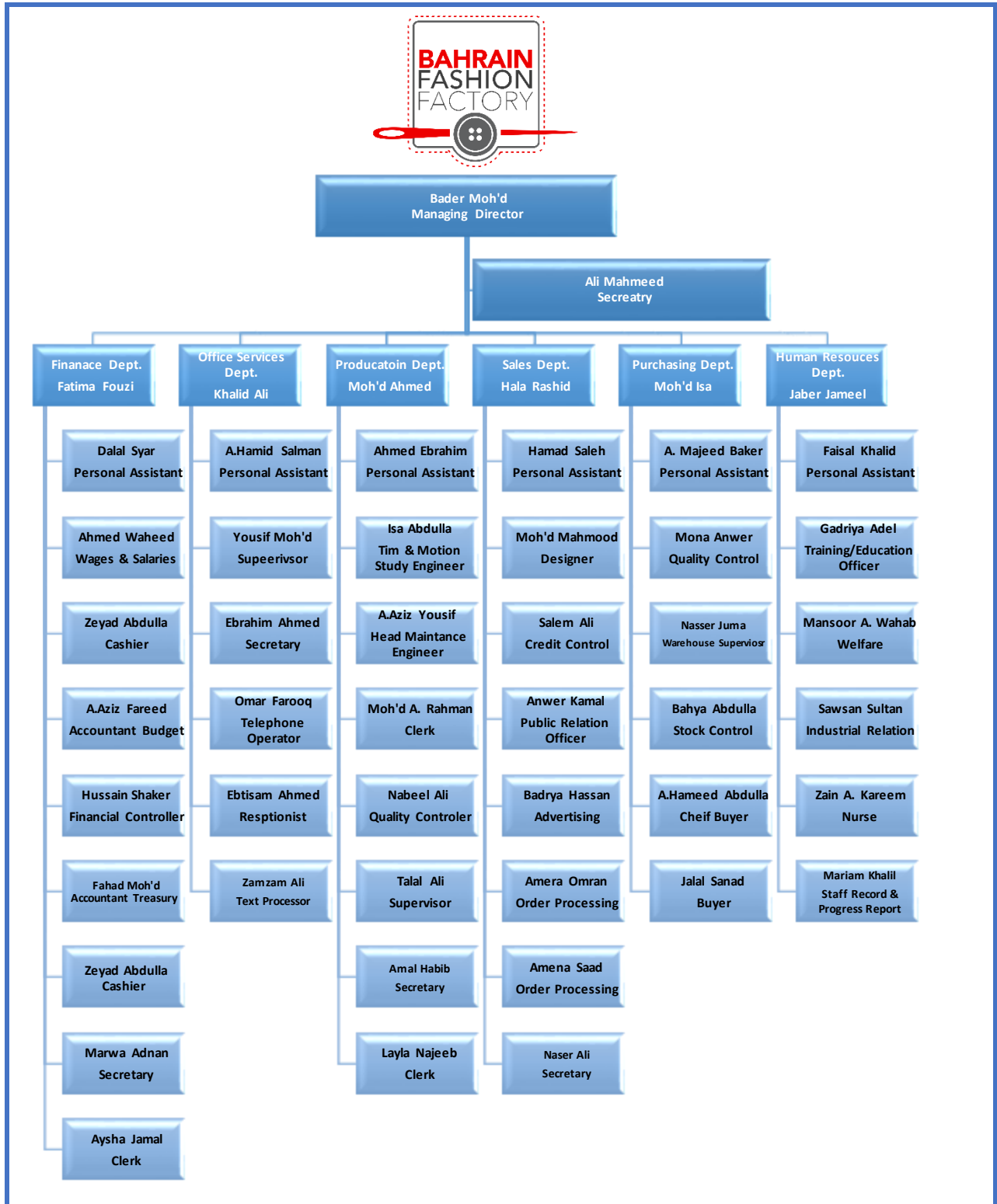
The success of the company is due to the excellent teamwork, which exists in the company, both within sections and across department.

Activity (1-1): Department Task Form

Task	Department
Working conditions	
Developing Markets Abroad	
Photocopying & Printing Facilities	
Hiring Sewing Machine Operators	
Supply of Raw materials	
Stock Control	
Sending Quotation	
Incoming and outgoing Mail	
Staff Training	

This form is used to test the student's knowledge of department tasks. The students have the tasks and they should answer with the correct department doing this task.

Bahrain Fashion Factory Organization Chart
















ACTIVITY (1-2): Open your Own File

Before you start your tasks, you should have your own file, to save all your related data and documents.

Instructions:

-  Get a new file.
-  Open **Cover Page** document  from *Simulation folder*  .
-  Save  the file as "**File Cover**".
-  Write your name on the card index, and print it out .
-  Have your file ready with you at every session.
-  File all the data and documents produced in that session.
-  Return your file according to the company filing system at the end of each session.

Thank you for your co-operation



Curriculum Vitae Template:

CANDIDATE NAME

address, phone, e-mail

PERSONAL INFORMATION

Marital Status:

Nationality:

Date of Birth:

Place of Birth:

OBJECTIVE

Indicate objectives, which describe your skills best.

QUALIFICATION

Include dates, majors, and details of degrees, training and certification

Post-Doctoral Training

University

High School

WORK EXPERIENCE

List in chronological order; include position details and dates

Work History

Training

LANGUAGES

Indicate the languages in which you are fluent.

You may qualify the level of fluency (e.g., Italian: excellent speaking, fair reading and writing).

INTEREST & HOBBIES

List relevant interests and hobbies

REFERENCES

One from teacher, one from previous job. Always give two referees and state 'further references available on request'.

Curriculum Vitae Sample

AHMED ALI HASSAN

P.O. Box: 221, **phone:** 39999110, **e-mail:** AAH_63@xxx.com

PERSONAL INFORMATION

Marital Status: Single
Nationality: Bahraini
Date of Birth: 1 June, 1988
Place of Birth: Manama

OBJECTIVE

Desire a position as a Secretary with ABC Company. Offering expertise in office management, knowledge of handling correspondence and ability to facilitate departmental procedures to maximize the efficiency of office.

QUALIFICATION

University of Bahrain
BSc Office Management

2006 - 2010

WORK EXPERIENCE

Office Assistant Trainee
AAA Company

June 2008 - Sept 2008

Secretary
Awal Company

May 2009 – Oct 2010

LANGUAGES

English: excellent speaking, reading and writing.
French: excellent speaking, fair reading and writing.

SPECIAL SKILLS

Typing 75 wpm; dictation; bookkeeping; word processing; computer graphics

REFERENCES

Available on request

Samples of Application letter:

Isa Ahmed Abdulla
P.O. Box 1198
West Riffa
Kingdom of Bahrain

14th May, 20--

Mr. Jabber Jameel
Human Resources Manager
Bahrain Fashion Factory
P.O. Box 2112
Manama
Kingdom of Bahrain

Dear Mr. Jameel;

I am writing in answer to your advertisement in Gulf Daily News dated 28th May, 20-- for the position of Secretary at your factory.

I am 17 years of age, Bahraini, and I will graduate next semester on first of JULY 20--.

I have good knowledge of English, I am well qualified in file keeping, and word processing, and I have the ability to type 40 words per minute.

I will spare no effort to prove myself worthy of your confidence. I am looking forward to get a post suite my qualification in your factory.

Yours truly,

Isa Ahmed

Isa Ahmed Abdulla

Isa Ahmed Abdulla
P.O. Box 1198
West Riffa
Kingdom of Bahrain

14th May, 20--

Mr. Jabber Jameel
Human Resources Manager
Bahrain Fashion Factory
P.O. Box 2112
Manama
Kingdom of Bahrain

Dear Mr. Jabber:

I am writing in answer to your advertisement in Gulf Daily News dated 28th May, 20-- for the position of Secretary at your factory.

I have enclosed a copy of my Curriculum Vitae which outlines my personal details and educational qualifications. From my CV you will note that I have just graduated from High School Commercial Section.

May I have the opportunity to discuss with you further my suitability for this position in an interview.

I look forward to hearing from you soon.

Yours Sincerely,

Isa Ahmed

Isa Ahmed Abdulla

ENC. C.V.

Isa Ahmed Abdulla
P.O. Box 1198
West Riffa
Kingdom of Bahrain

14th May, 20--

Human Resources Manager
Bahrain Fashion Factory
P.O. Box 2112
Manama
Kingdom of Bahrain

Subject: Secretary Job Application

Dear Sir:

I am writing in answer to your advertisement in Gulf Daily News dated 28th May, 20-- for the position of Secretary at your factory. The position seems to fit very well with my education, experience and career interests.

My background and career goals seem to match your job requirements well. I am confident that I can perform the job effectively.

Would you please consider my request for a personal interview to discuss my qualifications and to learn more about this opportunity.

Thank you for your consideration. I look forward to hearing from you soon.

Yours faithfully,

Isa Ahmed

Isa Ahmed Abdulla

Isa Ahmed Abdulla
P.O. Box 1198
West Riffa
Kingdom of Bahrain

14th May, 20--

Human Resources Manager
Bahrain Fashion Factory
P.O. Box 2112
Manama
Kingdom of Bahrain

Subject: Secretary Job Application

Dear Human Resources Manager

I am writing in answer to your advertisement in Gulf Daily News dated 28th May, 20-- for the position of Secretary at your factory.

I am 17 years of age, Bahraini, and I will graduate next semester on first of JULY 20--.

I am confident that I can serve any duties assigned to me, and I will exert all of my possible efforts to attain your satisfaction.

I look forward to have a personal interview at any time convenient to you.

Yours faithfully,

Isa Ahmed

Isa Ahmed Abdulla

TASK 1 & 2:



You are a candidate searching a job, read the following advertisement.
Prepare the necessary document to send to the company.

GULF Daily News *The voice of Bahrain*
Vol. xxxvlll No. 069 28th Month, 20--

REQUIRE

Secretary







Bahrain Fashion Factory requires qualified secretaries to meet the following responsibilities:

- Excellent knowledge of MS Office.
- Strong verbal and written communication skills.
- Organized, self-motivated and have the ability to use own initiative.

INTERESTED CANDIDATES MAY SEND THEIR C.V. AND COVER LETTER TO:
Mr. Jabber Jameel, Human Resources Manager, Bahrain Fashion Factory, P.O. Box 2112, Manama, Kingdom of Bahrain

Instructions:




- ④ Open a new word document  and type your CV.
- ④ Save  the CV as "**Task 1**".
- ④ Open a new word document  and type your Application Letter.
- ④ Save  the Application Letter as "**Task 2**" on a CD.
- ④ After typing  your CV and the application letter, proof read and check for spelling mistakes.
- ④ Print out  your *Task 1 & 2*.

TASK 3:

Application Form



Instructions:

- ✂ Get a Copy of an Application Form .
- ✂ Fill out the application form manually.
- ✂ Before submitting your application form, proof read and check for spelling mistakes.

TASK 1

التنسيق العام للسيرة الذاتية درجتين يشمل ذلك تنسيق العناوين بحيث يكون العنوان مميز سواء بتغيير نوع الخط أو لون الخط أو إدراج خط تحت العنوان أو بأي طريقة يراه الطالب مناسباً

10

CANDIDATE NAME

address, phone, e-mail

يحتسب درجة واحدة لكتابة اسم الطالب وعنوانه

PERSONAL INFORMATION

Marital status:
Nationality:
Date of Birth:
Place of Birth:

يحتسب درجة واحدة لكتابة المعلومات الشخصية (ربع درجة لكل سطر)

OBJECTIVE

Indicate objectives, which describe your skills best.

يحتسب درجة واحدة لكتابة هدف الطالب

QUALIFICATION

Include dates, majors, and details of degrees, training and certification

High School
University
Graduate School
Post-Doctoral Training

يحتسب درجة واحدة لكتابة شهادات الطالب

WORK EXPERIENCE

List in chronological order, include position details and dates

Work History
Training

يحتسب درجة واحدة لكتابة خبرات الطالب وإن لم يكن لديه خبرة يجب إدراج البند Non وكتابة كلمة

LANGUAGES

Indicate the languages in which you are fluent.

You may qualify the level of fluency (e.g., Italian: excellent speaking, fair reading and writing).

يحتسب درجة واحدة لكتابة اللغات

INTEREST & HOBBIES

List relevant interests and hobbies

يحتسب درجة واحدة لكتابة الهوايات والاهتمامات

REFERENCES

One from teacher, one from previous job. Always give two referees and state 'further references available on request'.

يحتسب درجة واحدة لكتابة أسماء الأشخاص للرجوع إليهم في حالة الاستفسار عن الطالب

TASK 2

10

يحتسب درجة لكتابة اسم
وعنوان المرسل

Your Contact Information

Your Name
Your Address
Your City, State
Your Email Address

Date

يحتسب نصف درجة
لكتابة التاريخ

Employer Contact Information

Name
Title
Company
Address
City, State

يحتسب درجة لكتابة
عنوان المرسل

Subject:

يحتسب نصف درجة
لكتابة الموضوع

يحتسب نصف درجة لكتابة التحيّة
الافتتاحية

Salutation

Dear Mr./Ms. Last Name:

يحتسب درجتين للفقرة الأولى والثانية ودرجة واحدة للفقرة
الأخيرة

First Paragraph:

The **first paragraph** of your letter should include information on why you are writing. Mention the position you are applying for. Include the name of a mutual contact, if you have one. Be clear and concise regarding your request. Your goal is to convince the reader that they should grant the interview or appointment you requested in the first paragraph.

Middle Paragraphs:

The next section of your cover letter should describe what you have to offer the employer. Make strong connections between your abilities and the employer's needs. Mention specifically how your skills and experience match the job you are applying for. Remember, you are interpreting your resume, not repeating it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text so that your letter is easy to read.

Final Paragraph:

Conclude your cover letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do so and indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or email it.

Complimentary Close:

Respectfully yours,

يحتسب نصف درجة لكتابة التحيّة
الختامية

Signature:

Handwritten Signature (for a hard copy letter)
Typed Signature

يحتسب درجة واحدة لكتابة
التوقيع والتوقيع اليدوي

TASK 3



10

Employment Application

We appreciate your interest in applying for a position at Bahrain Fashion Factory. To assist us in assessing your application, please complete the following confidential form.

You may attach a resume to your application however your resume will not be returned to you.

يحتسب نصف درجة لكتابة
الوظيفة

POSITION APPLIED FOR:

Your Photo

يحتسب نصف درجة لكل معلومة من معلومات
الشخصية

PERSONAL DETAILS

Full Name	:					
Sex	:	<input type="checkbox"/> Male	<input type="checkbox"/> Female	Nationality	:	
Date Of Birth	:		Marital Status	:		
CPR No.	:		Religion	:		
Passport No.	:		Telephone	:		

List below your educational achievements starting with the most recent one.

Name of School or Institute	Year		Specialised
	From	To	

يحتسب درجة لكتابة
المؤهلات الدراسية

Indicate your proficiency in language other than your own language

Language	Speaking	Writing	Reading
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

يحتسب نصف لكتابة اللغات

QUALIFICATION & SKILLS

يحتسب درجة ونصف لكتابة المهارات ويستخلصها الطالب من الإعلان

WORK EXPERIENCE

يحتسب درجة لكتابة الخبرات العملية (يجب أن يذكر تدريبه من خلال مقرر خدمة المجتمع)

Position	Company Address	Duration		Reasons for Leaving	Monthly Salary
		From	To		

Expected Salary :

يحتسب ربع درجة

Driving license

Yes

No

يحتسب ربع درجة
للبندين

Possessing Vehicle

Yes

No

I certify that the particular information I have given above is true to the best of my knowledge. I understand that any false statement that I have provided may lead to the withdrawal of any employment offer, or if employed, to dismissal for cause.

Date

Signature

يحتسب ربع درجة

يحتسب ربع درجة



Employment Application

We appreciate your interest in applying for a position at Bahrain Fashion Factory. To assist us in assessing your application, please complete the following confidential form.

You may attach a resume to your application however; your resume will not be returned to you.

POSITION APPLIED FOR:

Your Photo

PERSONAL DETAILS

Full Name :

Sex : Male Female Nationality :

Date Of Birth : Marital Status :

CPR No. : Religion :

Passport No. : Telephone :

List below your educational achievements starting with the most recent one.

Name of School or Institute	Year		Specialised
	From	To	

Indicate your proficiency in language other than your own language.

Language	Speaking	Writing	Reading
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUALIFICATION & SKILLS

.....
.....
.....

WORK EXPERIENCE

Position	Company Address	Duration		Reason for Leaving	Monthly Salary
		From	To		

Expected Salary :

Driving license Yes No

Possessing Vehicle Yes No

I certify that the particular information I have given above is true to the best of my knowledge. I understand that any false statement that I have provided may lead to the withdrawal of any employment offer, or if employed, to dismissal for cause.

Date

Signature

TASK 4



Job Interview Group 1

ملاحظات	Fail	Pass	الأسئلة	رقم
	<input type="checkbox"/>	<input type="checkbox"/>	لماذا تريدون هذه الوظيفة؟	١
	<input type="checkbox"/>	<input type="checkbox"/>	ما هو طموحك في الوظيفة؟	٢
	<input type="checkbox"/>	<input type="checkbox"/>	أين يتمثل أداءك الجيد؟	٣
	<input type="checkbox"/>	<input type="checkbox"/>	كيف ستدعم عملك بدراساتك؟	٤
	<input type="checkbox"/>	<input type="checkbox"/>	What does the abbreviation "SMS" stand for?	٥
	<input type="checkbox"/>	<input type="checkbox"/>	What are your greatest strengths and weaknesses?	٦



Job Interview Group 2

ملاحظات	Fail	Pass	الأسئلة	رقم
	<input type="checkbox"/>	<input type="checkbox"/>	لماذا تريدون هذه الوظيفة؟	١
	<input type="checkbox"/>	<input type="checkbox"/>	ما هي مكان القوة فيك؟	٢
	<input type="checkbox"/>	<input type="checkbox"/>	لماذا تقدمت للعمل لدى مصنعنا؟	٣
	<input type="checkbox"/>	<input type="checkbox"/>	كيف ستدعم عملك بدراساتك؟	٤
	<input type="checkbox"/>	<input type="checkbox"/>	What is your typing speed, and what is your average error level?	٥

	<input type="checkbox"/>	<input type="checkbox"/>	How would you feel supervising two or three other employees?	٦
--	--------------------------	--------------------------	--	---



Job Interview

Group 3

ملاحظات	Fail	Pass	الأسئلة	م
	<input type="checkbox"/>	<input type="checkbox"/>	لماذا تريدون هذه الوظيفة؟	١
	<input type="checkbox"/>	<input type="checkbox"/>	ما الذي تعرفه عن مؤسستنا؟	٢
	<input type="checkbox"/>	<input type="checkbox"/>	كيف ستجز الأعمال المستدة إليك؟	٣
	<input type="checkbox"/>	<input type="checkbox"/>	كيف ستدعم عملك بدراستك؟	٤
	<input type="checkbox"/>	<input type="checkbox"/>	Tell me about a time you had to deal with an angry customer or guest, either on the phone or in person. How did you handle the situation?	٥
	<input type="checkbox"/>	<input type="checkbox"/>	What is your definition of success?	٦



Job Interview

Group 4

ملاحظات	Fail	Pass	الأسئلة	م
	<input type="checkbox"/>	<input type="checkbox"/>	لماذا تريدون هذه الوظيفة؟	١
	<input type="checkbox"/>	<input type="checkbox"/>	ماهي طريقتك في إنجاز الأشياء؟	٢
	<input type="checkbox"/>	<input type="checkbox"/>	صف بيئة عملك النموذجية؟	٣
	<input type="checkbox"/>	<input type="checkbox"/>	كيف ستدعم عملك بدراستك؟	٤
	<input type="checkbox"/>	<input type="checkbox"/>	What is your greatest weakness?	٥

	<input type="checkbox"/>	<input type="checkbox"/>	What do you expect to be doing in 5-10 year's time?	٦
--	--------------------------	--------------------------	---	---



Job Interview

Group 5

ملاحظات	Fail	Pass	الأسئلة	م
	<input type="checkbox"/>	<input type="checkbox"/>	لماذا تريدون هذه الوظيفة؟	١
	<input type="checkbox"/>	<input type="checkbox"/>	ماذا قرأت مؤخراً وأثار اهتمامك؟	٢
	<input type="checkbox"/>	<input type="checkbox"/>	ماهي الأشياء التي تشدك في العمل؟	٣
	<input type="checkbox"/>	<input type="checkbox"/>	كيف ستدعم عملك بدراساتك؟	٤
	<input type="checkbox"/>	<input type="checkbox"/>	In what way(s) did school prepare you for work?	٥
	<input type="checkbox"/>	<input type="checkbox"/>	Are you comfortable using a phone system with multiple lines and handling a high volume of telephone calls?	٦



Job Interview

Group 6

ملاحظات	Fail	Pass	الأسئلة	م
	<input type="checkbox"/>	<input type="checkbox"/>	لماذا تريدون هذه الوظيفة؟	١
	<input type="checkbox"/>	<input type="checkbox"/>	كيف تحدد أهدافك؟	٢
	<input type="checkbox"/>	<input type="checkbox"/>	أين يتمثل أداءك الجيد؟	٣
	<input type="checkbox"/>	<input type="checkbox"/>	كيف ستدعم عملك بدراساتك؟	٤
	<input type="checkbox"/>	<input type="checkbox"/>	How do you feel working in a team environment?	٥





	<input type="checkbox"/>	<input type="checkbox"/>	What computer skills do you have and what programs are you comfortable with using?	<input type="checkbox"/>
--	--------------------------	--------------------------	--	--------------------------



ACTIVITY (1-3): Trainee Card (Laminating)

Now you are a trainee in our company, so you need to have your own employee card as permit to enter the company.

Instructions:

- 1. Open **Card** document  from *Simulation folder* .
- 2. Save  the file as "**Trainee Card**".
- 3. Write your name on the card index, and print out .
- 4. Laminate your card.
- 5. Have your card ready with you at every session.



Trainee:

Trainee ID No.:

Class:

Trainer:



TASK 5:



Invitation Card



Your boss asked you to send out two invitation cards: one to Mr. Ahmed Abdulla the Director of Al Gazal Company, and one to his assistant Mr. Isa Moh'd. To write the invitation card you need to read first the "Notes" from your boss Mr. Khalid Ali – Office Services Manager below.

Note

Our company is going to hold an exhibition of the Latest Fashions of kids Clothes at Gulf Hotel in Awal Hall in Manama




From 8:00 am - 3:00Pm for three days starting on Monday, the 8th of next month.

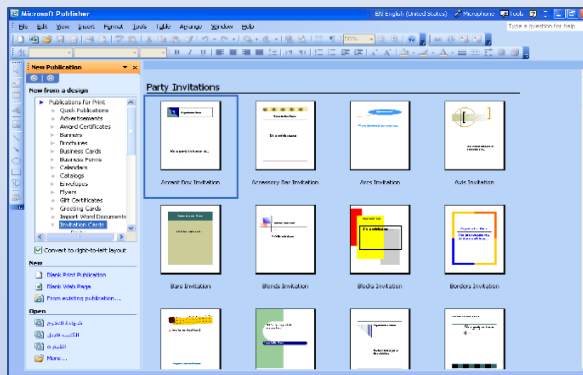
Please design two invitation cards and write on it the necessary information and the title one of the card to Mr. Ahmed Abdulla Director of Al Gazal Company, and one to his assistant Mr. Isa Moh'd.

**Also mention in the card the person's contact number*

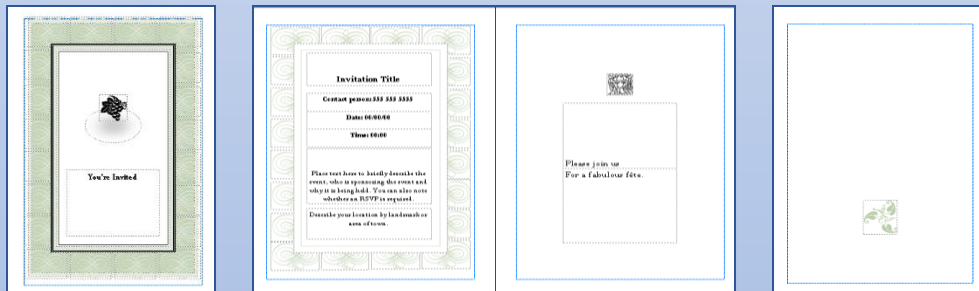
Instructions:

Create your card following these directions:

- 1. Save  the file as "**Task 5**".
- 2. Use clear font and size.
- 3. Leave double-space lines between each two paragraphs.
- 4. Write your name on the last page, and choose print out .
- 5. Open Publisher program , (chose publication for print, invitation card).



- 6. Four pages will appear as follow:



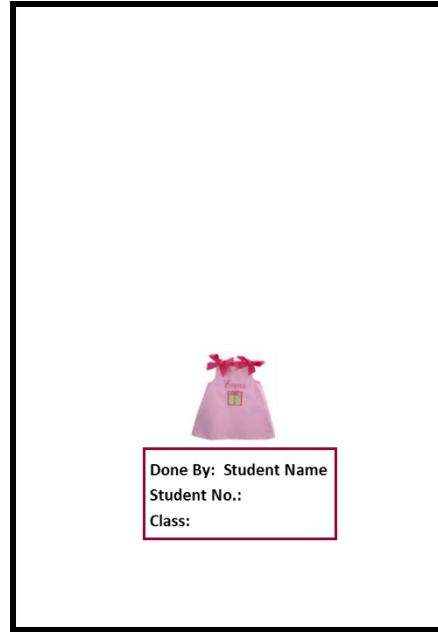
- 7. The flowing information should be in the Invitation Card:

- ✓ Sender
- ✓ Receiver
- ✓ Event
- ✓ Date of the event
- ✓ Place of the event
- ✓ Contact Number
- ✓ The Invitation
- ✓ Notes
- ✓ Map (optional)


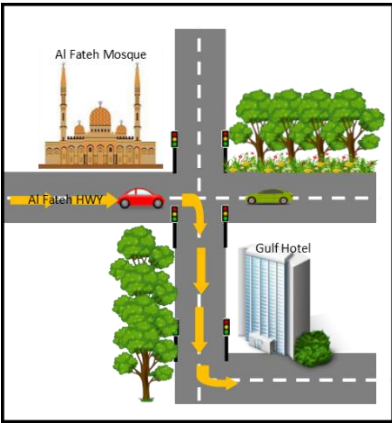
Example 1:



Front page of the invitation card



Last page of the invitation card

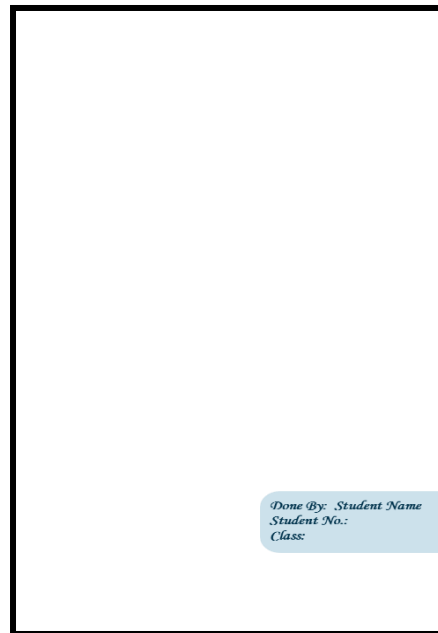
 <p>Mr. Ahmed Abdulla Director of Al Gazal Company</p> <p>Our company is going to hold an exhibition of the Latest Fashions of Kids Clothes at Gulf Hotel in Awal Hall in Manama from 8:00 am to 3:00 pm for three days starting from 8th to 10th November, 2015.</p> <p>Note: for cancellation please contact 17444400</p>	
--	--

Inside the invitation card

Example 2:



Front page of the invitation card

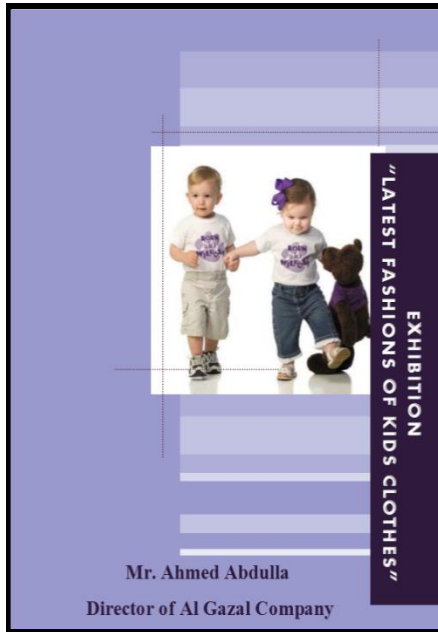


Last page of the invitation card

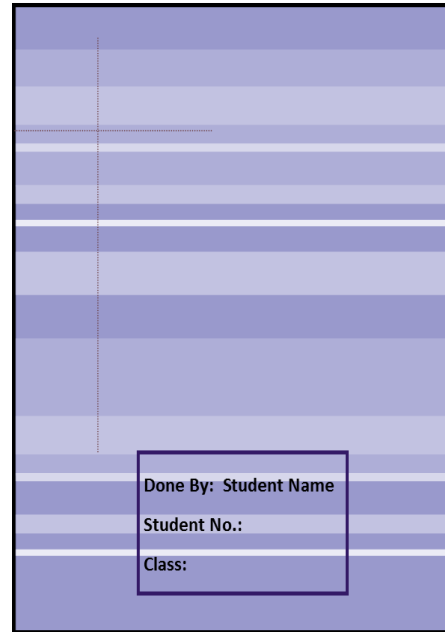


Inside the invitation card

Example 3:



Front page of the invitation card



Last page of the invitation card

The inside of the invitation card contains the following information:

- BAHRAIN FASHION FACTORY** logo with a button icon.
- Contact number** 17225225
- Date:** 8th - 10th November, 2015
- Time:** 8:00 am - 3:00 pm
- Our company is going to hold an **exhibition of the Latest Fashions of Kids Clothes** at Gulf Hotel in Awal Hall in Manama.
- We look forward to see you in our exhibition.
- Note:** for cancellation please contact the above number

A map shows the location of the Gulf Hotel at the intersection of Al Fateh HWY and a road leading to the Gulf Hotel. Landmarks include Al Fateh Mosque and trees. Below the map are seven colorful dresses.

Inside the invitation card

TASK 5

10



1 درجة

يحتسب درجة واحدة
لكتابة ال Event



1 درجة

يحتسب درجة واحدة لكتابة
اسم المرسله إليه

Front page of the
invitation card

1 درجة

يحتسب درجة واحدة لكتابة اسم الشركة
المرسله أو شعار الشركة

1 درجة

يحتسب درجة واحدة
لكتابة نص الدعوة

1 درجة

يحتسب درجة واحدة
لكتابة المكان



Mr. Ahmed Abdulla
Director of Al Gazal Company

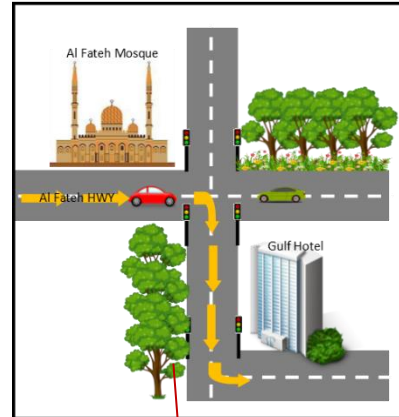
درجتان

يحتسب درجتين
لكتابة الوقت

Our company is going to hold
an exhibition of the Latest Fashions of Kids Clothes
at Gulf Hotel in Awal Hall in
Manama
from 8:00 am - 3:00 pm for
three days starting from
8th - 10th November, 2015.

درجتان

يحتسب درجتين لكتابة
التاريخ



صفحة اختيارية لا يحاسب
الطالب عليها .. وفي حالة ادراج
الطالب للخريطة يحتسب له
درجتين اضافيتين

1 درجة

يحتسب درجة واحد لكتابة
الملاحظة أو رقم الاتصال

Note: for cancellation please contact
17444400

Inside the invitation card



7

Secretary Tasks Instructions



TASK 6:

Notice Board

This morning when you arrived your desk, you found out a note from your boss Mr. Khalid Ali – Office Services Manager asking you to design a notice to the trainee. Read the handwriting note.

Note

To Trainee;


There's going to be a staff training session next Monday in the Board Room, starting at half past nine and continuing until four o'clock pm.

Lunch time will be served at half past one in the dinning room and afternoon tea will be served at quarter past three.




Instructions:

Create your Notice Board following these directions:

- ④ Save  the file as "**Task 6**".
- ④ Use clear font and size.
- ④ Use any Microsoft Office Program (Word, Publisher, PowerPoint, ...).
- ④ Please note when designing your notice that you should take a separate line for each piece of information, e.g.:

To:
Event:
Day & Date:
Place:
Time:

- ④ Write your name on the last page, and print out .

Examples:

Staff Training Session

Announcement

For Trainee

in Board Room

Afternoon Tea will be served at 3:15 p.m.

Lunch will be served at 1:30 p.m. in the Dinning Room

Monday 14th Oct, 2015 from 9:30 a.m.— 4:00 p.m.

Please be on Time!

This graphic features a purple banner with the title 'Staff Training Session' and a white box with 'Announcement' in red. A green oval says 'For Trainee'. A central black circle with spotlights says 'in Board Room'. A teacup icon is labeled 'Afternoon Tea will be served at 3:15 p.m.'. A silver dome icon is labeled 'Lunch will be served at 1:30 p.m. in the Dinning Room'. A calendar icon is labeled 'Monday 14th Oct, 2015 from 9:30 a.m.— 4:00 p.m.'. A white box at the bottom left says 'Please be on Time!'.

Announcement

Staff Training Session

To Trainee

in Board Room

Lunch will be served at 1:30 p.m. in the Dinning Room

Monday 14th Oct, 2015 from 9:30 a.m.— 4:00 p.m.

Afternoon Tea will be served at 3:15 p.m.

Please be on Time!

This graphic features a cartoon man with a megaphone on the left. The title 'Announcement' is in large blue letters. Below it, 'Staff Training Session' is in a red speech bubble. A black oval on the right says 'To Trainee'. A central blue circle with spotlights says 'in Board Room'. A blue dome icon is labeled 'Lunch will be served at 1:30 p.m. in the Dinning Room'. A calendar icon is labeled 'Monday 14th Oct, 2015 from 9:30 a.m.— 4:00 p.m.'. A pink teapot icon is labeled 'Afternoon Tea will be served at 3:15 p.m.'. A clock icon at the bottom left says 'Please be on Time!'.

Examples:

To Trainee

**STAFF TRAINING
SESSION**

in Board Room

Date: 8th November, 2015

Time: 9:30 a.m.—4:00 p.m.

Lunch
will be served at 1:30 p.m.
in the Dinning Room

Afternoon Tea
will be served
at 3:15 p.m.

Please arrive on time!

TASK 6

10

To Trainee

STAFF TRAINING SESSION

in Board Room

Date: 8th November, 2015

Time: 9:30 a.m.—4:00 p.m.

Lunch will be served at 1:30 p.m. in the Dinning Room

Afternoon Tea will be served at 3:15 p.m.

Please arrive on time!

درجتان يحتسب درجتان للتسيق

1/2 درجة يحتسب نصف درجة لكتابة المرسل إليه

1 درجة يحتسب درجة واحد لكتابة الفعالية

1 درجة يحتسب درجة واحد لكتابة المكان

1 درجة يحتسب درجة واحد لكتابة التاريخ

1 درجة يحتسب درجة واحد لكتابة الوقت

1 درجة يحتسب درجة واحدة لكتابة وقت الاستراحة

درجتان يحتسب درجتان لكتابة وقت الغداء

1/2 درجة يحتسب نصف درجة لكتابة الملاحظة



8



Secretary Tasks Instructions

TASK 7: **Advertisement**



Your boss Mr. Khalid Ali – Office Services Manager asked you to design an advertisement for newspaper about Bahrain Fashion Showroom Exhibition of *Big Sale* that will be held next month on 24th until 29th from 9:30am – 1:30pm and from 4:00pm – 10:00pm in Bahrain International Exhibition Center Hall 2B.

Instructions:

- ④ Open word document or a publisher document.
- ④ Save  the file as "**Task 7**".
- ④ In designing your advertisement, consider the following:
 - Your advertisement should be in A4 size.
 - Use big and clear font size.
 - The word (Big Sale) should be in big size.
 - It should include the things that will be sell in the Exhibition.
 - It should be brief and clear information.
- ④ After creating your advertisement, proof read and check for spelling mistakes.
- ④ Print out  your task.

Example:



**BAHRAIN
FASHION
FACTORY**



Clothes • Gift Sets • Accessories • Custom

24th to 29th December, 2015

**Bahrain International Exhibition Center
Hall 2B**

9:30 a.m. – 1:30 p.m. and 4:00p.m – 10:00 p.m.

No Entry Fee



**BAHRAIN
FASHION
FACTORY**



Clothes • Gift Sets • Accessories • Custom

24th to 29th December, 2015

**Bahrain International Exhibition Center
Hall 2B**

9:30 a.m. – 1:30 p.m. and 4:00p.m – 10:00 p.m.

No Entry Fee

TASK 7

5

درجة

يحتسب درجة للتسويق

درجة

يحتسب درجة لإدراج شعار الشركة أو كتابة اسم الشركة

يحتسب نصف درجة لإدراج كلمة Sale

1/2 درجة

1/2 درجة

يحتسب نصف درجة لكتابة التاريخ

1/2 درجة

يحتسب درجة لكتابة المعارضات

درجة

يحتسب درجة لكتابة المكان

1/2 درجة

يحتسب درجة لكتابة الوقت

1/2 درجة

BAHRAIN FASHION FACTORY

Sale

Clothes • Gift Sets • Accessories • Custom

24th to 29th December, 2015

Bahrain International Exhibition Center
Hall 2B

9:30 a.m. – 1:30 p.m. and 4:00p.m – 10:00 p.m.

No Entry Fee

TASK 8:



Fax Form





Your boss Mr. Khalid Ali – Office Services Manager asked you to send a fax to Ahmed Sharif Furniture (Fax: 17828288, Phone: 17828277) asking them about prices of the following pieces of furniture for our new reception area:

- Low Table: 50*60
- Reception Chair
- Filing Cabinet
- Arm Chair: Single
- Reception Desk: 200*50 with drawers

He also asked you to send a copy of the fax to Mr. Mohammed Isa, Purchasing Manager.

Your return address is (P.O. Box: 2112, Fax: 17727272, Phone: 17727777, Manama – Kingdom of Bahrain).

Instructions:

- ④ Open **Task 8** document  from *Simulation folder* .
- ④ Save  the file as "**Task 8**".
- ④ Fill in the necessary information in the form given to you.
- ④ Before submitting your fax, proof read and check for spelling mistakes.
- ④ Print out  your task.

Fax Form:



"[Click here and type return address and phone and fax number]"

Fax

To: [Click here and type name] **From:** [Click here and type name]

Fax: [Click here and type fax number] **Pages:** [Click here and type # of pages]

Phone: [Click here and type phone number] **Date:** 6/22/2022

Re: [Click here and type subject of fax] **CC:** [Click here and type name]

Urgent *For Review* *Please Comment* *Please Reply* *Please Recycle*

(Click here and type your text)

Student Name:

Student ID:

Class:

TASK 8



يحتسب نصف درجة
لكتابة عنوان المرسل

5

P.O. Box: 2112 - Fax: 17727272
Phone: 17727777 - Manama - Kingdom of Bahrain

نصف درجة

Fax

درجتان

كل معلومة بربع درجة
والمعلومات المتغيرة هي التاريخ وعدد صفحات
الفاكس

To: Ahmed Sharif Furniture **From:** Mr. Khalid Ali, Office Services Manager
Fax: 17828288 **Pages:** 1 (or 2)
Phone: 17828277 **Date:** Task's Date
Re: Office Furniture **CC:** Mr. Mohammed Isa, Purchasing Manager

Urgent For Review Please Comment Please Reply Please Recycle

1/4 درجة

1/4 درجة

يحتسب 1/4 درجة لإدراج رمز

Sir,

Please provide Mr. Mohammed Isa (Purchasing Manager) with details about the prices of the following pieces of furniture for our new reception area:

- Low Table: 50*60
- Reception Chair
- Filing Cabinet
- Arm Chair: Single
- Reception Desk: 200*50 with drawers

We look forward to hear from you soon.

1/4 درجة

Yours Faithfully,

1/4 درجة

Mr. Khalid Ali
Office Services Manager

يحتسب 1/2 درجة لكتابة جسم الرسالة (الفاكس) وفي حال عدم الترقيم ينقص ربع درجة. والاطء الاملائية بربع درجة بحد أقصى درجة نصف درجة فقط.



ACTIVITY (3-2): Memorandum – Searching Information

MEMORANDUM

To: Secretary
From: Managing Director
Date: Task's Date
Subject: Telephone Calls

We are having problems with calls not being dealt with when the office is closed and staff are very busy. Some type of answering service would be the answer. Can you tell me about the following:

1. The advantages and disadvantages of answering machines.
2. The type of 3 different answering machines.
3. Two other answering services we could use, rather than buying an answering machine.

- 🖨️ Prepare the memorandum with the information.
- 💾 Save 📄 the file as "**Task 9**".
- 🖨️ Use **Times New Roman** font size **16**.
- 🖨️ For title Memorandum, use **Arial** font, size **24**, and **Bold**.
- 🖨️ For other titles in the body of memorandum, use **Bookman Old Style**, size **16**, **Bold** and **underline**.
- 🖨️ Leave **double space line** between each paragraph.
- 🖨️ Before submitting your Memorandum, proof read and check for spelling mistakes.
- 🖨️ Print out 📄 your task.

TASK 9

MEMORANDUM

To: Mr. Bader Moh'd, Managing Director
From: Student Name, Secretary
Date: Task's Date
Subject: Telephone Calls

As you requested, here is a brief summary of advantages and disadvantages, types of answering machines, and additional answering services.

Advantages of Answering Machines

- ① Messages can be left out of office hours.
- ① Messages can be left when the office is unattended.
- ① They can be used for routine messages, e.g. answer calls about application for jobs.

Disadvantages of Answering Machines

- ① Some people do not like using them.
- ① Messages need to be checked regularly.
- ① They cause an increase in the number of outgoing calls when messages are not followed up.

Types of Answering Machine

- ① Basic answering machine that is linked to the telephone system and the telephone handset.
- ① Answering machine combined with a handset – usually a more complex machine that will have a wide range of facilities, e.g. redial, and number memory.
- ① Answering machine and fax combined with a handset – a multifunction machine that offers handset, answering machine and fax facilities.

Additional Answering Services

- ① Immediate Call Forwarding: This facility allows you to have your calls efficiently forwarded to another phone, be it standard, mobile or a pager, which means you need not miss messages when you go out. To activate the facility dial (*21*Telephone Number#).
- ① Voicemail.

Career Research Project



Write a general description of the career field (Accounting, for example) you plan to pursue and why this career field appeals to you. Explain how your interests, work values, skills, and aptitudes align with this career field.

Guidelines for the Career Research Project Display Board:

PART ONE: Written

Section 1: Title Page

- ✔ Title of Occupation.
- ✔ Your name.
- ✔ Servile picture related to this occupation.
- ✔ Curriculum Vitae for the person.
- ✔ Application letter.



CAREER'S TITLE

by

Your Name

(Place an action pictures of people working in this

Section 2: Career Information Page

- ✔ Title this section: "ASPECT ABOUT MY CAREER".
- ✔ About the job (description of the occupation including main duties and responsibilities).
- ✔ It is also called (list other occupations that are similar or related and list the places and work environments where people in this occupation might work in).



ASPECTS ABOUT MY CAREER


**Job description
It is also called
Education required
Wages
Work value
Reasons why this career**



Career Research Project



Guidelines for the Career Research Project Display Board:

- 
- Education required & college Majors (what are the education and training requirements for the occupations? And, if you need additional studies after high school for this job, this category lists the things you could be studying; read all the areas of study and choose one that looks the most interesting?).
 - Wages (what is the average wage or salary for this occupation?)
 - Write the work value(s) related to the occupation.
 - Reasons why I like this career.

Section 3: Cost of College

- The title of this section – COST OF COLLEGE.
- List the name of the first college you have chosen and the annual tuition.
- List the name of the second college you have chosen and the annual tuition.



Section 4: Observations Page

- The title of the middle section – MY OBSERVATIONS.
- This is where you get to share what you have learned about the occupation you have chosen to research for this project.
- What new information have you learned about the career you have researched?
- Do you see yourself in this job in 15 years? Why or why not?



Career Research Project



Guidelines for the Career Research Project Display Board:

PART TWO: Oral Presentation

- Your project display board should be like the figure shown below.
- Dress in clothes that appropriately represent your chosen career or job as you give your presentation to the class from the notes you took on your interview.
- Create a collage of pictures and clippings to be displayed on poster paper during your oral presentation. The pictures are show people working in the career field you have chosen to research.
- Speak slowly and clearly when presenting so your audience can hear you.
- Prepare notes to help deliver an effective and dynamic presentation.



Aspects about my Career

Job Description

Education Required

Work Value

Why this Career?

Job Title

Curriculum Vitae

Application Letter

My Observations

Cost of College

Skills Required

Action pictures of people working in this career